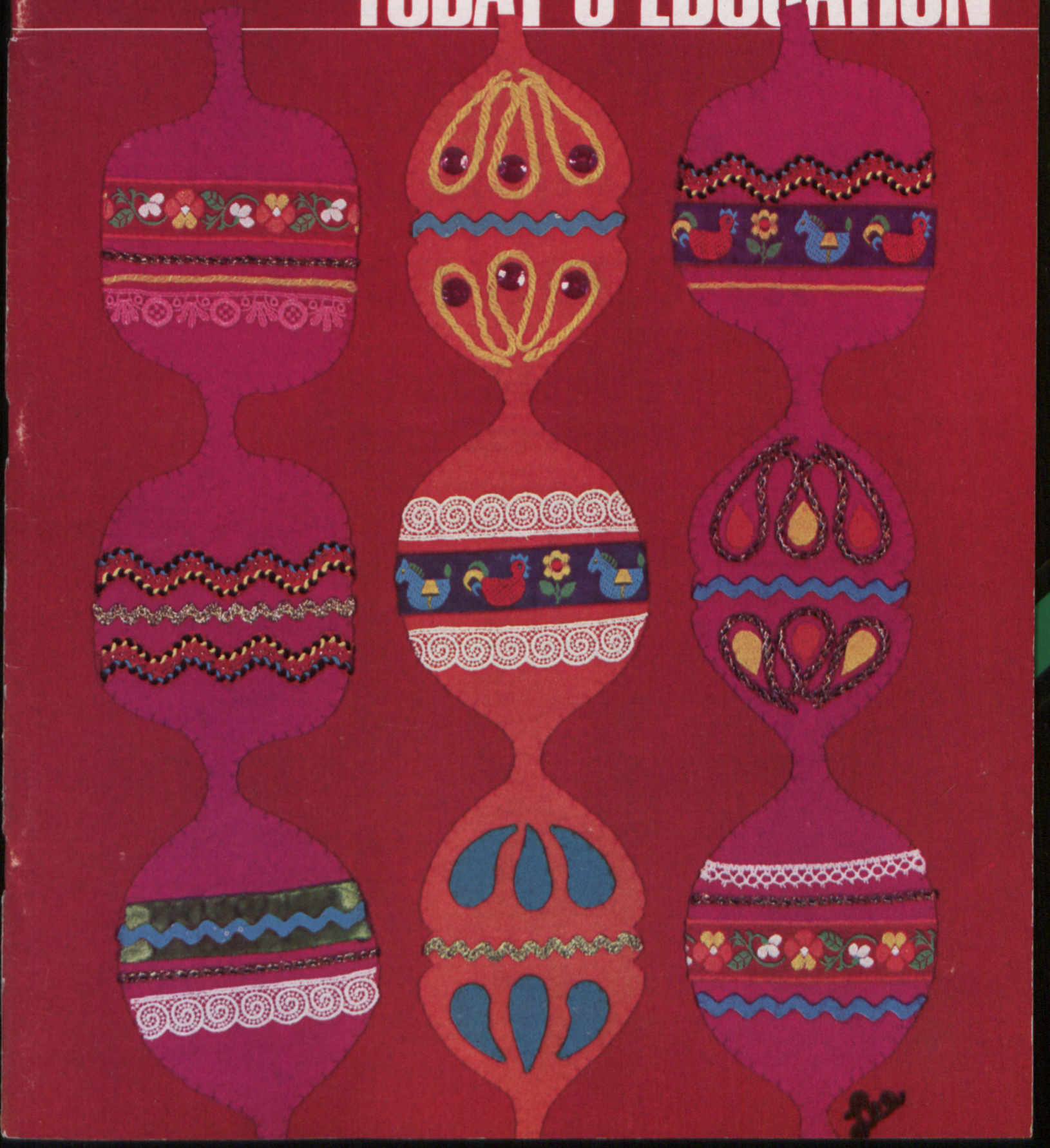
The Journal of the National Education Association
December 1971

TODAY'S EDUCATION



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TODAY'S EDUCATION

December 1971, Vol. 60, No. 9
The Journal of the National Education Association

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COMING:

Mrs. Martin Luther King is interviewed by NEA President Donald Morrison.

Experts discuss children who present special challenges: the dyslexic child, the pampered child, the creative child—a special feature.

Occupational trends for the seventies—up-to-the-minute forecasts, highlights of "Occupational Outlook Handbook," soon to be published by the U.S. Department of Labor.

An excerpt from Code of Student Rights and Responsibilities, a new NEA publication, is sure to cause a good deal of discussion and controversy.

Daddy, what did you do in the war against pollution?

Like it or not, we're all in this war. But as the war heats up, millions of us stay coolly uninvolved. (We have lots of alibis):

What can one person do?

It's up to "them" to do something about pollution – not me.

Besides, average people don't pollute. It's the corporations, institutions and municipalities.

The fact is that companies and governments are made up of people. Employees, executives, legislators. It's people who make decisions and do things that foul up our water, land and air.

What can one person do for the cause? Lots of things. Modest actions around the house and on the job. Like cleaning your spark plugs every 1000 miles, supporting better waste treatment plants in your town. Yes, and throwing litter in a basket instead of in the street.

Above all, let's stop shifting the blame. People start pollution. People can stop it. When enough Americans realize this, we'll have a fighting chance in the war against pollution.

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People start pollution. People can stop it.

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The Quiet and Noisy Children

The September article, "The Quiet Ones, the Noisy Ones," is the best article I have ever seen published in your magazine.

It is my opinion that in our nation's quest for equal educational opportunity the quiet children are the losers. Because they are quiet, they are ignored (although blessed by their teachers for this silence).

I hope you have more articles like the one by Noshpitz.

—Kenneth N. Kron, *principal, Meadowthorpe School, Lexington, Kentucky.*

In Dr. Noshpitz's excellent article on quiet and noisy children, there seems to be the implication that the only good form of expression is verbal.

We live in an intensively verbal society, and the rewards are high for anyone who can string words together effectively. Yet many expressive forms must be nonverbal. We are now beginning to recognize that the symbolic content of such forms as painting, music, dance, and sculpture is particularly able to carry feelings of love, excitement, fidelity, and aspiration. I have found that painting, especially finger painting, can give the child an opportunity to recreate and work through an emotional experience that was overwhelming when it occurred.

There are many constructive uses for action in school, as well as in all of life. Sometimes schools downgrade the importance of nonverbal expression because it is more difficult to interpret, certainly infinitely more difficult to "score."

That characteristic, in itself, might suggest its crucial importance.

—Margaret Lewis, *kindergarten - first grade teacher, Greeley School, Winnetka, Illinois.*

What's Happened to Teachers?

I don't dig teachers today, even though I'm one of them! Surely there must be a few others still lurking around who are sick, sick, sick of having the teaching scene—that is, our ancient and honorable profession—demeaned by the self-interest and low educational standards of some of the membership.

Once upon a time, professional attitude, devotion to children, and stick-to-the-job outlooks were all-important. Teachers were more interested in service than in salaries and more concerned about the quality of their work than the quantity of their fringe benefits. What happened?

Now teachers are prominent among those bitten by the "me first" disease

(*Continued on page* 6)

FOR YOUR INFORMATION

Donald E. Morrison, NEA President; Sam M. Lambert, Executive Secretary; John D. Sullivan, Assistant Executive Secretary for Communications and Public Relations, and Publisher of *Today's Education* (NEA Journal).

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NEA officers and headquarters staff: *NEA Handbook*. pages 10, 382-384.

NEA resolutions: Write for free copy.

NEA units: *Handbook*, pages 109-161.

NEA departments, national affiliates, and associated organizations: *Handbook*, pages 163-189.

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World Confederation of Organizations of the Teaching Profession: Information free from WCOTP/CMOPE, 5 Chemin du Moulin, 1110 Morges, Vd. Switzerland. See *Handbook*, page 365.

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NEWS AND TRENDS

Teachers' Right To Strike Unaffected by Ruling

NEA has expressed disappointment with the Supreme Court's ruling in October affirming a lower court judgment and holding constitutional the laws which deny federal employees the right to strike. NEA attorneys pointed out, however, that the case involved is significantly different from the teacher strike issue as "the courts traditionally have recognized that there are basic distinctions between the restraints that may be imposed upon federal workers and those that may be imposed upon state and local government employees."

NEA President Donald Morrison said: "Accordingly, NEA will continue to challenge restrictions against teacher strikes which we believe exceed the constitutionally permissible bounds of governmental restraint. NEA will at the same time press for legislation which affirmatively grants to teachers the right to strike under circumstances that do not pose a clear and present danger to the public health and safety." Morrison also expressed his belief that "this is a much sounder approach and one which will help to promote orderly and constructive relationships between school boards and teachers."

Former Commissioner Allen Killed in Plane Crash

James E. Allen, Jr., U.S. Commissioner of Education for 16 months until June 1970, was killed October 16 in a sightseeing airplane near the Grand Canyon. Dr. Allen, who was a reform leader with the federal government as he was in his post as New York State commissioner of education for 14 years, began his career with the West Virginia state education department. He was 60.

The NEA Board of Directors adopted a resolution in memory of Dr. Allen, calling his death "a great loss to the children and teachers and all citizens of this nation."

Preschool Enrollment Up to 40 Percent

Forty percent of the nation's children aged 3 to 5 are attending school this year, compared with about 25 percent only seven years ago, according to U.S. Office of Education estimates. Enrollments below the first grade in 1970 increased by 155,000 over 1969 to 4.1 million, or 37.5 percent of the 10.9 million children aged 3-5.

Pennsylvania Court Directs Free Education for Retarded

A three-judge federal panel in Philadelphia ruled in October that all retarded persons between 6 and 21 are entitled to a "free, public program of education and training" appropriate to their learning capacity. The court also required Pennsylvania school districts with educational programs for children under 6 to provide programs for retarded children of the same age. The court further directed the state and local districts to identify every retarded person who is not receiving education and training.

UNESCO Proclaims 1972 International Book Year

The United Nations Educational, Scientific, and Cultural Organization has proclaimed 1972 as International Book Year. The objective of the observance will be to focus world attention on the role of books in society. During the year, UNESCO and five international, nongovernmental organ-

izations plan to issue a "Charter of the Book"—a sort of bill of rights concerned with promotion of reading, the free flow of information across international boundaries, the development of libraries, and the promotion of books in the service of education.

Less Than Half of Poor Nations' Children Attend School

Less than half the children in the developing countries today are receiving schooling despite the educational progress of the past 20 years, the World Bank said in a report released recently. The World Bank plans to lend less developed countries $800 million in fiscal years 1972-76 to assist them with education projects costing approximately $1.4 billion.

According to the Bank report, developing nations increased enrollments 51 percent to 212 million during the six years ending in 1966-67. However, combined primary and secondary enrollment was only 44 percent of the total number of school-age children.

World Illiteracy Declines

The percentage of illiterates in the world has dropped to 34.3, according to the United Nations Educational, Scientific, and Cultural Organization. UNESCO said that percentage is a drop from nearly 44 percent in 1950 and 40 percent in 1960 but predicted that illiteracy may not be eliminated by the end of the century.

Teacher of Year Program Has New Sponsors

Encyclopaedia Britannica and Ladies' Home Journal will join with the Council of Chief State School Officers in the search for the 1972 National Teacher of the Year. The award, which emphasizes teaching excellence as both an achievement and an inspiration, is the oldest ongoing award program honoring classroom teachers. Look magazine had been a sponsor of the program from 1960 to 1971.

College-Level Vocational-Technical Courses Growing

Some 52,000 students were enrolled last year in vocational and technical programs at state colleges and universities, recent figures show. This is an 81 percent increase over the 35,000 enrolled in such programs in 1967. Further, the number of programs offered rose from 619 to 1,097 during the same period.

Last year's vocational-technical college students took courses in some 60 different fields, with most of these students enrolled in programs relating to business, allied health, agriculture, design and drafting, electronics, law enforcement, mining, data processing, food management, and engineering.

Long Hair Not a Right, Circuit Court Says

Reversing the present trend in hair length cases, a circuit court of appeals has ruled that the wearing of long hair is not a right assured by the Constitution. The Tenth Circuit Court of Appeals in Denver affirmed decisions by Colorado and Utah courts against students' rights to break public school hair codes and overturned a New Mexico federal court ruling that called such codes an infringement upon constitutional rights.

Despite the students' strong argument based on the "liberty assurance" of the Fourteenth Amendment, the judges stated that the due process regulation has been met by the schools through the "reasonableness of the limitation placed on the regulated conduct." The ruling may be appealed to the U.S. Supreme Court.

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B. Paid Circulation		
1. Sales Through Dealers and Carriers, Street Vendors, and Counter Sales		
2. Mail Subscriptions	1,329,984	1,265,354
C. Total Paid Circulation	1,329,984	1,265,354
D. Free Distribution by Mail, Carrier, or Other Means		
1. Samples, complimentary, and other free copies	24,752	11,646
2. Copies distributed to news agents, but not sold		
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Mildred S. Fenner, *editor*

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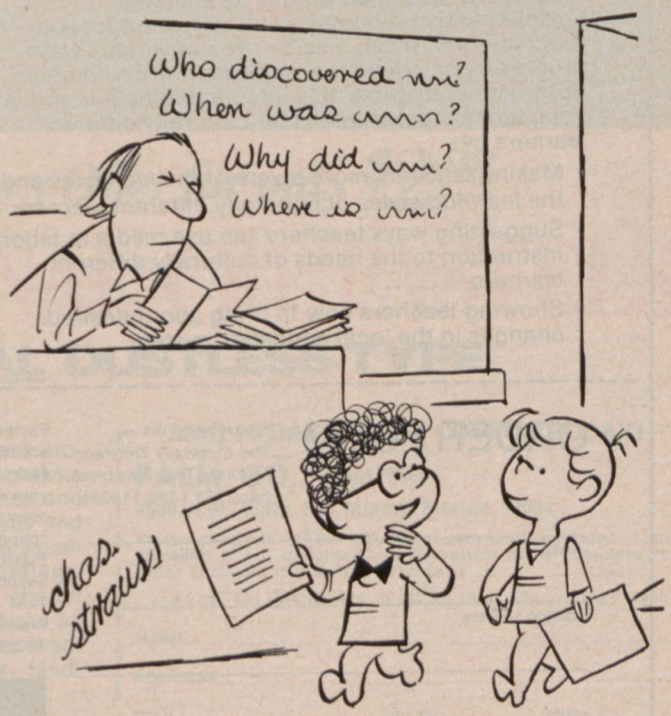

"I always butter up Mr. Forker by slipping in a couple of boners; he collects them for a book he's writing."

ZIP . . . *(Continued from page 2)*

that has swept the country.

Isn't it time, for a rebirth of cooperation, mutual trust, goodwill, and reciprocal concern between the teachers and the school boards in our local districts? Surely, good, feasible plans can be made and carried out without the paraphernalia of strikes, threats of strikes, negotiations, impasse, federal mediation, harsh words, bitterness, and all the rest.

We need more *give* and less *gimme* from everyone concerned.

—Mary Belfield, *first grade teacher, District No. 38, Kenilworth, Illinois.*

◆ *The editors would welcome reactions to the foregoing letter.*

The Fallacy of the Teacher Surplus

For the first time since the late forties, teacher-certificated college graduates are finding it difficult to land a job.

The immediate reaction (which few seem to question) of the official as well as the general public has been to conclude that the supply of teachers has exceeded the demand and, hence, the long teacher drought has ended. It is not only illogical but also very tragic that educational and political leaders are making decisions based on such simplistic and superficial reasoning.

For more than two decades our massive system of public schools has lurched along with a crippling shortage of teachers and administrative personnel. School boards and administrators were forced to make do with what was available, and very often what was available were poorly qualified, inept individuals who were pressed into service to man the classrooms.

The larger supply of teachers creates the possibility of reducing the dehumanization of public education and creating a learning environment that is more responsive to the individuality of the learner.

The obvious question that follows is: Having become accustomed to the comparatively low cost of a makeshift educational system created by the teacher shortage, are we willing to finance the great expansion of personnel services necessary to bring about much-needed educational changes that have heretofore seemed impossible to attain?

—Alton Harrison, Jr., *associate professor, and* Eldon G. Scriven, *associate professor, Department of Secondary Education, Northern Illinois University, DeKalb.*

◆ *President Donald Morrison has said [see last month's "News and Trends"] it is imperative that school boards make better use of the present abundant supply of qualified teachers in order to vastly improve the quality of education. "There would be no problem," Mr. Morrison said, "if we would upgrade our schools to meet twentieth century needs and fully utilize the highly professional talent now available."*

From Pleasure to Delight

What pleasure to see my own sentiments so perfectly stated in the October issue by Dale Parnell's "A State Superintendent Teaches First Grade."

Pleasure grew to sheer delight at Sally Byrne's comments on the "Classroom Incident" that dealt with the students' bid for attention during class.

—Dorris Jenkins, *first grade teacher, Jefferson Elementary School, Johnson City, Illinois.*

Critique

Several critics have called your October article, "Making an Accordion Book," to my attention.

While the idea of encouraging students to collect their own original work is highly commendable, the bulk of the article is devoted to an uncreative project directly opposed to current philosophy and practice in art education today.

The lead-in paragraph to this "Let's Be Creative" article asserts that it is the first of a series and that the NAEA and MENC

(Continued on page 55)

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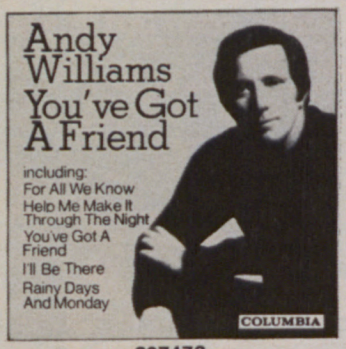

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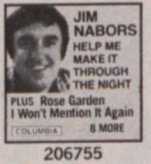

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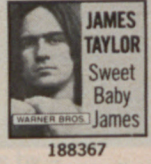

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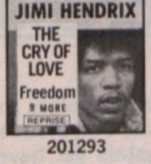

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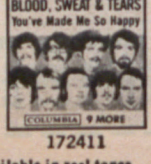

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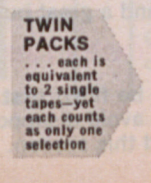

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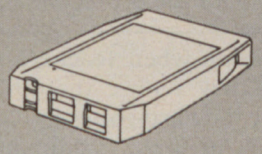

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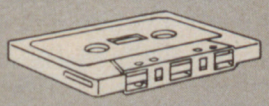

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Address .....

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State ..... **Zip Code** .....

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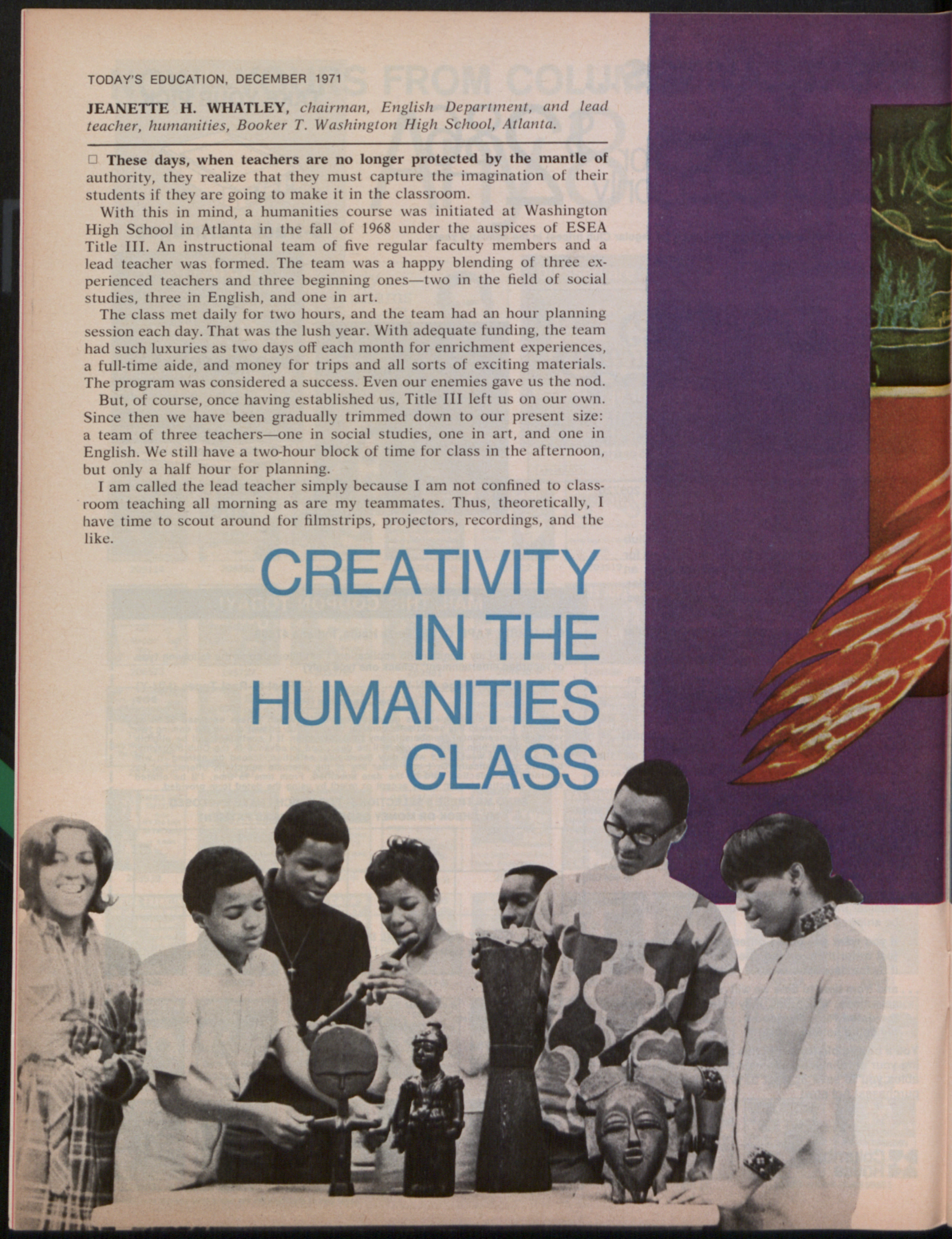
JEANETTE H. WHATLEY, *chairman, English Department, and lead teacher, humanities, Booker T. Washington High School, Atlanta.*

CREATIVITY IN THE HUMANITIES CLASS



□ **These days, when teachers are no longer protected by the mantle of** authority, they realize that they must capture the imagination of their students if they are going to make it in the classroom.

With this in mind, a humanities course was initiated at Washington High School in Atlanta in the fall of 1968 under the auspices of ESEA Title III. An instructional team of five regular faculty members and a lead teacher was formed. The team was a happy blending of three experienced teachers and three beginning ones—two in the field of social studies, three in English, and one in art.

The class met daily for two hours, and the team had an hour planning session each day. That was the lush year. With adequate funding, the team had such luxuries as two days off each month for enrichment experiences, a full-time aide, and money for trips and all sorts of exciting materials. The program was considered a success. Even our enemies gave us the nod.

But, of course, once having established us, Title III left us on our own. Since then we have been gradually trimmed down to our present size: a team of three teachers—one in social studies, one in art, and one in English. We still have a two-hour block of time for class in the afternoon, but only a half hour for planning.

I am called the lead teacher simply because I am not confined to classroom teaching all morning as are my teammates. Thus, theoretically, I have time to scout around for filmstrips, projectors, recordings, and the like.

Above: A student acted out his conception of the Sphinx in the myth about Oedipus. Left: To add interest to their study of African culture, students assembled artifacts for exhibit.

Our program has had a measure of success with the tuned-out child, and no teen-agers can tune out teachers quite like the inner-city ones. Grades or intrinsic rewards are likely to mean very little to them. Furthermore, many of them have developed protective shells to shield themselves from failure and unhappiness. Our team constantly seeks ways to develop the creativity and imagination of the young people at Washington High and to help them to utilize their intelligence and talents with confidence.

We think of the humanities as an approach. Therefore, when we look back to ages in the past, we do so not for information itself but to draw moral and spiritual values to help our young people meet their own problems. We try to help youngsters develop a heightened awareness of life, a sense of belonging, and the freedom to think for themselves.

We find the thematic approach best. Some of the overall themes we have used are: "The Struggle To Be an Individual," "Man's Humanity to Man," and "Who Am I?" It is easy to fit comparative studies of the values and cultures of classical man, medieval

man, Renaissance man, or modern man into an overall theme.

The team has posted its "Ten Commandments" on the walls of the planning room. They are:

1. We will not come into the classroom unprepared.
2. Every lesson will be genuinely relevant.
3. Every student will be involved every day.
4. Each teacher will participate in each day's lesson.
5. We dedicate ourselves to proving that learning can be fun.
6. We will not stifle self-expression and personal growth by pretending to have all the answers.
7. We will not chastise our students for our own shortcomings.
8. We will not be caught in a tightly structured trap.
9. We will constantly seek out fresh ideas and new approaches.
10. Each student will be respected and appreciated as an individual.

When we first meet with a new class, we have what we call loosening-up activities. The first day, my two colleagues and I may introduce our secret selves. One of us may play the part of a slinky spy; another, the first lady on the moon; and the third, the pilot of a superjet. When we get into the act, student enthusiasm runs high.

Then we may ask, "Did you know that with a little imagination, you can be anything you want to be? Come on, everybody—out of your seats, spread your wings, and let's fly off into the wild blue yonder. Zoom! Watch out for that big jet—"

Then, "How would you like to be a fish? OK, here we go. Splash! Keep your fins working. Watch out for that submarine!"

Students scream with delight as they sway and swerve through such activities. Childish? Perhaps. The important thing is that activities such as these create a climate of freedom, release tensions, and capture interest.

Another of our popular loosening-up exercises is a round-robin art session. We set up groups for painting, modeling clay, drawing still lifes, doing portraits, and making a mural (on paper from a roll, of course). While pounding out their frustrations in clay or letting off steam by working on a mural, students sometimes come up with some imaginative results. They may move from group to group, and at the end of the activity, we have a showing of all the artwork.

The constant challenge is to find new ways of providing meaningful experiences for our students. Here, for example, is how we lured them into an in-depth study of classical Greece.

We started by having a discussion on detective stories, with teachers and students sharing our favorite whodunits. Second, the class read some thrillers and saw a movie of "The Speckled Band." Next, we introduced the students to what we termed a classic detective story, *Oedipus Rex*, by showing a filmstrip on the mythological background of the play. Students were fascinated with the myth and wanted to act it out. This, of course, called for group research on the ancient Greeks.

One group studied and reported on the physical features of ancient Greece and the daily activities of the ancient Athenians. They presented a slide travelogue and a skit, "A Day in the Life of Aneas Aristotle," to the class. Another group dramatized information on the gods and goddesses by staging "The Feast of the Gods." And still another designed Grecian costumes, demonstrating their designs by draping each other in sheets. A fourth group wrote the script for the class play, made settings for the presentation, and came up with the cleverest oracle and Sphinx yet. "The Mythological Background to Oedipus Rex" was a howling success—and factual in substance.

Enthusiasm ran high, and students were genuinely excited about reading *Oedipus Rex* and analyzing it as a detective story. Naturally they were distressed by some of the events in the play, and their distress led to a closer examination of Greek values in relation to our own.

Before this examination of contrasting values was over, "Aristotle" debated "Plato" on the "good man" and the "good life"; "Socrates" conducted one of his famous dialogues; "Sappho" sang her famous song to "Aphrodite"; and *The Athenian Times*, a lively publication that commented on issues of the times, made its debut.

We have stimulated genuine interest in 23 centuries of protest literature by starting with the ideas of Stokely Carmichael and jumping back to Aristophanes, Jesus, Martin Luther, Jonathan Swift, Voltaire, Tom Paine, Emerson, Thoreau, and Mark Twain. Such a survey turns up recurring themes, such as protest against war, social inequities, changing values, dehumanization, and treatment of minority groups. Students begin to realize that protest is universal and timeless.

To motivate students to write, we use lead sentences like "I am an automobile and let me tell you how it feels to belong to a teen-ager" and "It's hell being a snake."

One "snake" wrote: "The worst part is when those dumb humans come around looking for snakeskins for their shoes and pocketbooks and things. I'll bet you never heard of human skin coats. But, boy, would I like to go into the business."

We also ask students to write captions to cartoons or draw cartoons to illustrate an idea, write the story behind a picture or an object, write to mood music, write the diary of a person in a historical or geographical setting, write the ending to a story or a movie. These kinds of exercises have helped students to overcome their reluctance to write and have made them aware of the power of their imaginations.

We teachers don't get hung up on correct English

(*Continued on page* 58)

TEACHER OPINION POLL:

Accountability, Vouchers, and Performance Contracting

□ **Public concern for improving the** quality of education has recently given rise to a variety of novel proposals. Among these are a system of teacher accountability, whereby teachers would be paid on the basis of their pupils' achievement; a voucher plan, under which parents would receive vouchers of a specified value which they might use to pay for their children's education in the school of their choice, public or private; and performance contracting, in which an outside agency contracts with a school system to raise the achievement of pupils a specified amount within a specified time as a precondition for receiving payment.

Some persons argue that such methods of introducing competition for material rewards into education would motivate schools and teachers to superior performance. Others believe that the methods of business competition are not appropriate to education and that their introduction would impair the education process, undermine the public school system, and result in injustice to teachers and students. [See "Accountability and the Classroom Teacher" by Joseph Stocker and Donald F. Wilson in the March 1971 issue of *Today's Education.*]

What do public school classroom teachers themselves think of such proposals?

A recent Teacher Opinion Poll shows that the nation's public school teachers as a whole are opposed to accountability payment, a voucher plan, or performance contracting. More teachers oppose accountability payment (88 percent) than oppose a voucher plan (71 percent), and more oppose a voucher plan than oppose performance contracting (48 percent). Teachers with negative views on accountability outnumber those with positive views by 11 to 1, while about 3½ times as many oppose as favor a voucher plan. On performance contracting, opinions are more evenly divided with about 1¼ as many opposed as in favor.

On accountability, the survey addressed the following question to a nationwide sample of public school classroom teachers:

"Do you think public school teachers should be paid according to the achievement of their pupils (accountability)?"

Responses, indicated separately for classroom teachers in elementary and in secondary schools, were as follows:

	Yes	No	No opinion
In the elementary school	7.9%	88.0%	4.1%
In the secondary school	7.5	87.6	4.8

In the same survey, a question on the voucher plan read thus:

"It has been proposed that parents be paid an amount equivalent to the local school system per pupil cost of educating their children and they then may use this amount to send their children to any school they wish, public or private (voucher plan). Do you favor or oppose this proposal?"

Seventy-one percent of respondents either *strongly* opposed or *tended* to oppose such a plan. Forty-five percent were *strongly* opposed, more than 7 times as many as were *strongly* in favor. A total of 21 percent either *strongly* favored or *tended* to favor a voucher plan.

Strongly favor	6.1%
Tend to favor	14.7
Tend to oppose	26.3
Strongly oppose	44.7
No opinion	8.2

A similar type of question asked teachers in the survey their opinions on performance contracting:

"Some school systems are contracting with private businesses which guarantee improvement in reading and other subjects by pupils in the school system (performance contracting). Do you favor or oppose this practice?"

Nearly one-half the respondents indicated some degree of opposition to performance contracting, but these were almost evenly divided between those who *tended* to oppose and those who *strongly* opposed the practice. A substantial proportion, about 3 teachers in 10, said they *tended* to favor it, but very few, less than 1 in 10, were *strongly* in favor.

Strongly favor	7.5%
Tend to favor	30.5
Tend to oppose	25.7
Strongly oppose	22.0
No opinion	14.4

In follow-up of this question on performance contracting, another question asked:

"Do you think local education associations should contract with school systems for this purpose?"

Many teachers, nearly 2 in 5, did not have an opinion on this question, but among those who did, negative views were more prevalent than positive ones.

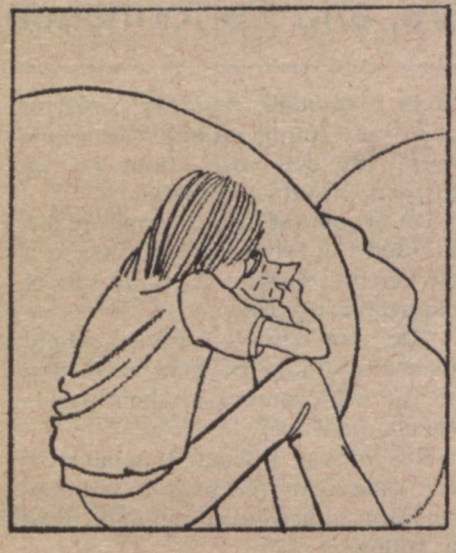
Yes	24.0%
No	38.4
No opinion	37.6

Analysis of responses to these questions on the basis of grade level taught, sex of respondent, size of school system, geographical region, and type of community where teaching did not reveal any consistent patterns of major differences in the distribution of opinions.

Taken together, the results of this survey strongly suggest that public school teachers in general do not believe that the type of competition for money customary in the business world should be applied to education.

Although attitudes toward performance contracting are less unfavorable than toward a voucher plan or accountability, there appears at present to be little enthusiasm on the part of teachers to have their local professional organizations become involved in such contracts.

—NEA Research Division.



A POEM FOR GEOFF

WALTER GOBEL, JR., *English teacher, Catskill (New York) High School.*

☐ **"Seen the new kid, Mr. Gobel?** He's crazier 'n a tail-tied cat."

On a snow-melted day in March three years ago, Geoffrey Finch entered our school as an eighth grader. The first to tell me was Robert Leppert, pear-shaped and garrulous, who never let a quarter note of gossip lie mute in his mouth.

"He's small like a runt and he's got hair down to his shoulders and he doesn't wear socks. And Terry Donley says he's gonna beat him up after school cuz he's a weirdo and never stops talkin'. You'll see. He's coming to our English class!"

His pronouncement disconcerted me; that class was already nettlesome. Loud and chaotic, it consisted of twenty-four slow learners, aged thirteen to sixteen, who couldn't read fifth grade material but who were all specialists in classroom guerrilla warfare. Spitballs catapulted across the room. Love notes looped through the air like mortars in slow motion, and numerous Mata Haris continually hitched up their sagging panty hose. Like mosquitoes, these eighth graders had found a body to pester, and even my most pernicious verbal spray was ineffectual against their buzzing.

One was different: Lynn Hammill. She longed to read and write poetry, but she couldn't distinguish *fat* from *fate* or *hopped* from *hoped*. Language so mystified her that it came to possess a supernatural code she could crack only through worship: Daily she brought a pile of books to class, cradled in her arms like an icon that might,

This fiction story won the $500 second prize in the 1971 *Today's Education* Teachers' Writing Competition. Prize funds were supplied by the Reader's Digest Foundation.

For other outstanding school stories, see *Schools Are People: An Anthology of Stories Highlighting the Human Drama of Teaching and Learning*, an NEA publication. 1971. 193 pp. $3.50, paper (Stock No. 381-11960); $5.25, hard cover (Stock No. 381-11958).

by some miraculous osmosis, fill her with knowledge.

Hostile toward her peers, she sat oak stiff in a front row seat, her twiglike fingers fused to her pen, her flat, small teeth clenched behind taut lips. Staring frontward from eyes in a face that seemed hewn from wood, she mutely commanded me to teach her.

But the day Geoff came, her appearance changed. Last of the regular students to arrive, she dumped her books on her desk and sat watching the door expectantly. Her face had lost its harshness. Her tiny teeth nibbled at her lower lip, and her fingers toyed nervously with the ends of her brown hair.

Geoff entered, a wisp of a boy—arms no thicker than a willow's winter branches, with green eyes magnified by thick glasses that had slid halfway down his nose. Like a wind-tossed balloon, Geoff tumbled into class, bouncing off a desk, tripping over an untied sneaker string.

Halfway in, he brought his admission card to within inches of his sliding glasses. "English 8M," he read. "What does the 'M' mean?"

I evaded his question. "You're in the right place," I said. "Find an empty seat and sit down."

"Hey, I know what a metaphor is," he spouted. "It's a green thing with fuzz that makes your skin tickle. Like that? I got more of those. I write poems. Want me to read one?" He sat down and fumbled in his shirt pocket.

Before he could produce the poem, Terry Donley turned toward him and glared. A hulking sixteen-year-old, Terry took immense pride in his vast beer consumption and brawling ability. "Look, Freak," he growled. "I been listenin' to you shoot your mouth off all day. Button up or I ain't gonna wait till after school. Understand?"

Geoff's tiny face froze. Gurgling sounds slipped out of his mouth. Like a rabbit caught in the glare of a car's headlights, he crouched in his seat, white-faced and trembling.

Lynn started toward him, then sat back. Her face grew pale, her fists clenched. The others sank into silence; even the persistent cracking of gum stopped.

Immediately, I handed out work dittoes to the class, then took Terry into the hall to speak with him. But, as usual, he was unreceptive, and I knew there was no way for me to thwart his plans. I knew, too, where he'd wait for Geoff after school, with virtually the whole eighth grade in attendance.

When the 3:15 bell rang, I found a colleague to take my bus duty and raced to Eli Hardy Field. But what greeted me was not what I'd expected.

Ringed by a crowd of bemused kids, Terry Donley lay flat on his back. His face bled from four slashes gouged by fingernails. His left eye was puffed, his shirt torn to shreds. On his chest sat Lynn Hammill, cheeks smudged with tears, tired fists now only falling on his head.

I found myself half admiring Terry: Even though it had meant his complete humiliation, he had refused to fight a girl. Pulling Lynn off, I tried to calm her down. With a wry grin, Terry lifted himself from the ground and said to her, "You can fight on my side any time, Kid."

As the crowd straggled away, Geoffrey edged near Lynn and picked up her books from the ground. His foot scuffed the earth while she wiped her cheeks dry with the heels of her hands and brushed the grass and dried mud from her dress. Then she turned to Geoff, voice trembling, and whispered, "Would you teach me how to write poems?"

His face lit up. "Sure," he said. "Writing poems is real easy. Anyway, it's easier than beating up Terry Donley."

Chatting happily, they disappeared together, leaving me standing alone in the middle of Hardy Field.

And together they remained until the last day of school in June. Then Lynn and her family moved from the area.

That was three years ago. In August of that summer, Geoff's father, very drunk, slammed his '61 Plymouth into a cloverleaf abutment, killing himself instantly. Geoff, who was with him at the time, survived with chest injuries and a severe skull fracture.

He hasn't yet returned to school but every now and then I hear about him from his classmates. They call him Foggy, now. He wanders around Birchcrest, strolling into the homes of strangers, searching drugstores and supermarkets, traipsing through yards and back alleys. In his shirt pocket he carries a folded sheet of notebook paper that Lynn gave him on her last day of school. Its narrow blue lines are obliterated; its folded edges, torn and dirty; its inked scribbling, now nearly illegible.

When he thinks he's alone, sitting on the bank of Surrey Creek, where in summer devil's paintbrush grows fiery orange and red in the surrounding meadows, Geoff removes the paper from his pocket and brings it to within inches of his glasses. As he tries to read the cryptic scrawl, his green eyes appear like huge berries, and his head glides with immeasurable slowness from left to right. Carefully, his lips form the words:

FOR GEFF

A poem is a summery green boy
With glasses,
A talkhappy boy, a dandaline puff,
Bumping and jittering and falling.

A poem is a boy,
Boyteacher,
My love.

As he stares into the flowing water of Surrey Creek, the paper lies in his hand. In time, he refolds it, returns it to his pocket, and trudges back to Birchcrest.

I'm sure that he's looking for Lynn. □

THE OPEN CLASSROOM

HENRY S. RESNIK, *journalist, specializing in education. Mr. Resnik has taught high school English.*

□ **Everybody who has an interest in American education** has probably heard by now of the open classroom. Modeled on the British infant schools, the open classroom has become the latest educational rage, a new kind of magic answer for the great numbers of Americans who are losing faith in their public schools.

As a journalist and as a part-time teacher, I've had considerable experience with open classrooms in various parts of the country over the last few years, and I believe that the movement in America, while still young, is already in serious danger of being killed by facile praise, stemming in large part from minimal understanding of what open classrooms are really about.

I want to emphasize that while I do not consider any one form of teaching to be absolutely right and while I'm increasingly aware that some of the most important learning in children's lives happens outside school, I strongly advocate the open-classroom approach. Of the hundreds of classrooms I've visited, the happiest and most creative were those in which teachers espoused the open-classroom philosophy. This was true despite the fact that as many as half of those teachers were unwittingly betraying the philosophy and method of the open classroom in fundamental ways.

What exactly is an open classroom? First of all, it is definitely not a traditional one. At times, the open classroom can be the antithesis of the traditional classroom, but even when teachers "open" their classrooms only to a limited extent, they are tacitly agreeing with those education critics who argue that the traditional classroom is outmoded and irrelevant.

The basic difference between the traditional and the open classroom is one of structure. The traditional is teacher-centered and, even at its most benevolent, authoritarian. Traditional teachers rely heavily on prescribed curriculums and lock-step advancement according to achievement testing. The main axiom of their educational philosophy is: Children must learn a given body of knowledge and they, the teachers, are qualified to direct children in absorbing that knowledge, preferably in a preordained sequence. These assumptions are reinforced by the physical arrangement of the traditional classroom. Usually desks are placed in rows, with students facing the teacher, who instructs the entire class as a group and decides which children may talk at any given time.

Some people insist that open classrooms, in contrast, have no structure and are utterly chaotic. In fact, they can get pretty messy at times, with too much noise and not enough learning—but these conditions are true of some traditional classrooms as well. At any rate, it's more accurate to say that open classrooms have structure, although it is dramatically different from the structure of the traditional classroom.

Having observed open-classroom programs in several places, including North Dakota, Philadelphia, and New York City, I find very little superficial difference among open classrooms in widely disparate parts of the United States. Most of the ones I've seen have large worktables instead of desks, for example, and the children keep their belongings in cubbyholes. There is no front of the room in the traditional sense. Upon entering an open classroom, one often has to look around for a while to find the teacher, who

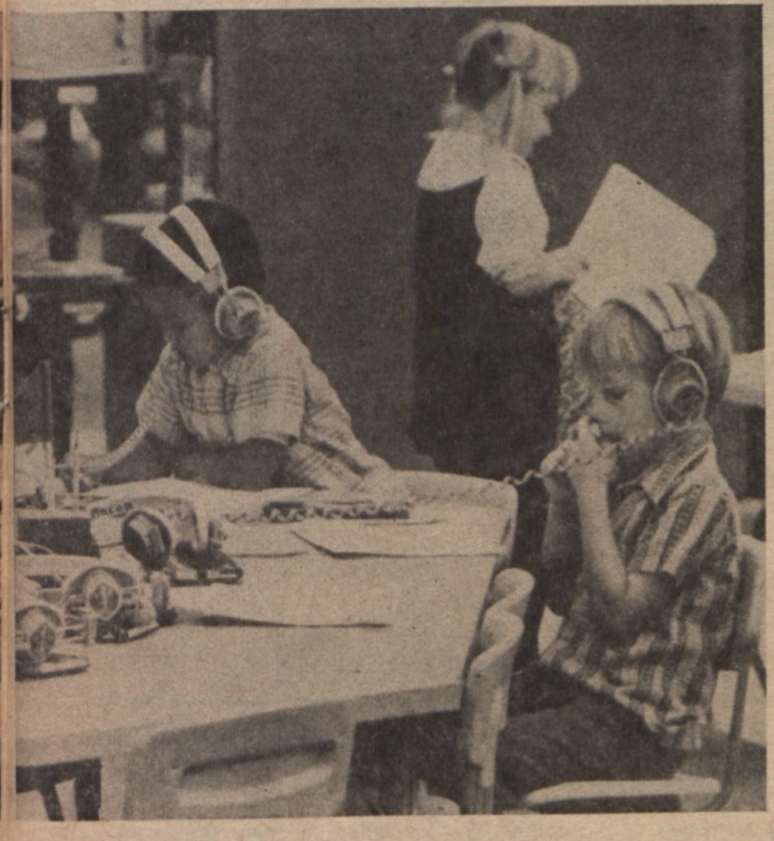
may be sitting with a small group of students on the floor, playing a game or conducting a mini-lesson.

Invariably the room is divided into separate areas, often called interest centers, each representing different aspects of the curriculum, such as science, art, and language arts. In the best open classrooms I've seen, each of these areas is filled with thought-provoking learning materials. A language arts corner might have word games and books for a variety of reading levels. Other common items in interest centers include animals, plants, balancing and measuring equipment for math, Cuisenaire rods, games, blocks, and sandboxes. The classroom is something like a miniature carnival.

Children usually work independently or in small

groups and are free to move about the room, talk to anyone, or explore the centers until they find some project with which they can become really involved. Open classrooms tend to have a higher noise level than traditional ones, but one rarely hears the teacher's voice droning on and on amid the chatter.

The philosophy of the open classroom is as radically different from that of the traditional one as its physical appearance. A basic tenet of this philosophy is that children learn even such basic skills as reading in an almost random way and at their own pace and that, therefore, they cannot be programmed to learn what teachers think they ought to learn according to a predetermined sequence. One child might



be reading on a second grade level in kindergarten, while another might only be ready to start reading at the end of first grade.

Also paramount in the open-classroom philosophy is the idea that the child's self-motivation is a crucial factor in the retention of what he learns. So, teachers who follow this method tend to encourage play, spontaneity, and individual creativity much more than traditional ones do.

With its stress on Dewey's concept of experimental learning and exploration, the open classroom clearly has roots in the progressive education of the twenties and thirties. The extensive use of various objects and games as instructional materials stems from Montessori.

Faith in the child's natural curiosity and growth represents a mode of educational thought that goes back at least to Rousseau and, in this century, has won advocates ranging from Dewey to A. S. Neill to John Holt. Also, proponents of the open classroom often cite the psychological and educational studies of Jean Piaget, which substantiate the idea that children learn through direct experience and in varying stages.

The open-classroom or integrated-day approach now used in roughly half the infant schools of England evolved more or less independently of any major theorist, however, and was not recognized as a significant educational phenomenon until it was documented in the studies of a British government advisory commission. Published in 1967, the studies are commonly known as the Plowden Report.

Shortly thereafter, Joseph Featherstone began a series of articles in *The New Republic* about the British infant schools that virtually opened the floodgates for the movement in America.

The number of open classrooms in this country is small. However, extensive and rapidly growing programs exist in Philadelphia, New York City, Vermont, North Dakota, and several states in the Southwest. Furthermore, in almost any school one visits these days, one is likely to find at least a few teachers who are either experimenting with the open-classroom approach or thinking about trying it.

In the past year, Charles E. Silberman's best-selling *Crisis in the Classroom* gave the movement a tremendous boost. The book, which resulted from a three-and-a-half-year study of American schools funded by the Carnegie Corporation of New York, advocates "informal" education on all levels as a remedy for what Silberman describes as the dreariness and boredom of the majority of the nation's schools.

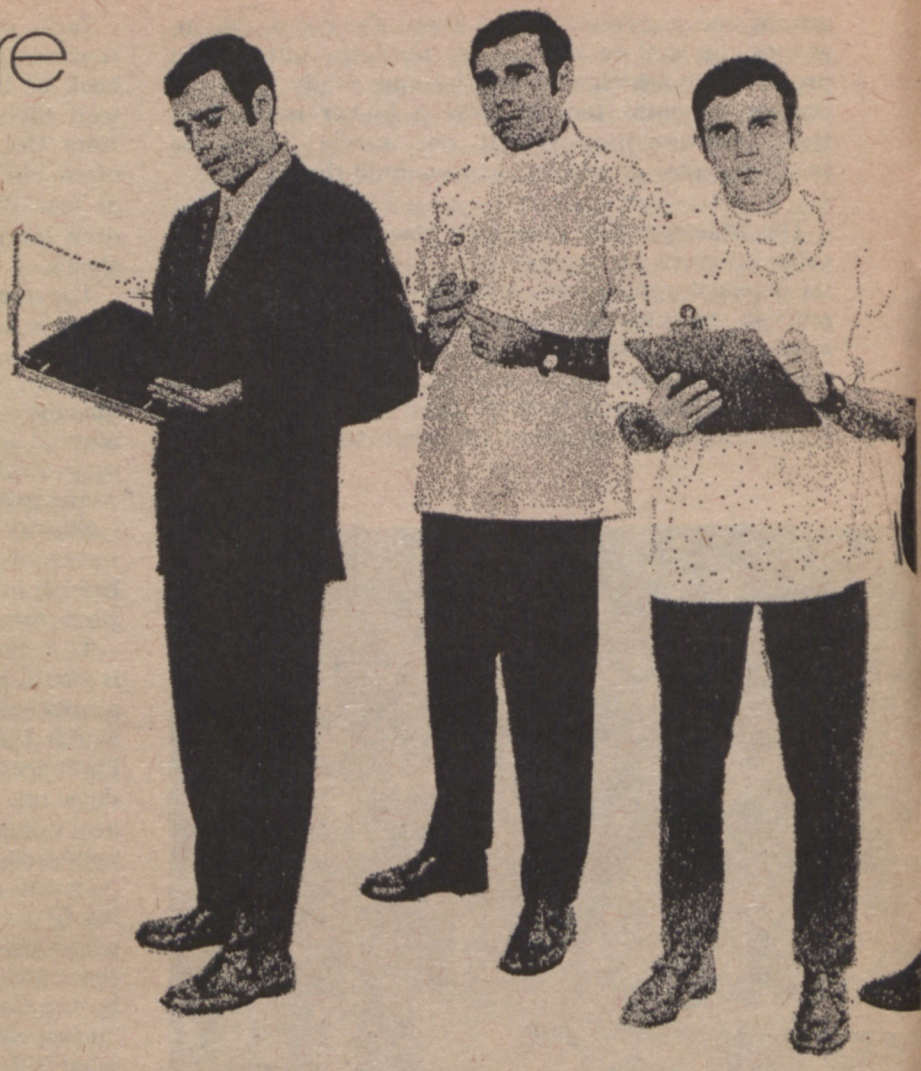
A question that frequently arises when people first hear about the open classroom is "When children who spent their early school years in an open classroom reach the later grades, what happens to them?" The answer is that the transition to a more rigorous learning environment can create problems for many students.

However, parallels to the open classroom on the secondary level are being developed. One of the most famous is Philadelphia's Parkway Program, the "school without walls" that opened in February 1969. This four-year high school uses the cultural and educational resources of downtown Philadelphia as its "campus" and encourages students to create their own curriculum by choosing from a huge number of courses or on-the-spot learning experiences in a variety of settings, ranging from the public library to the Franklin Institute (a science and natural history center) to an automobile repair shop.

It is as if the city of Philadelphia itself, like the open classroom of the elementary school, were a vast room with hundreds, even thousands, of interest centers. School systems in Chicago, in New York, and in several other cities throughout the United States and

(*Continued on page* 60)

Special Feature On Governance Of The Profession



LICENSURE AND ACCREDITATION IN SELECTED PROFESSIONS

PROFESSION	INITIAL LEGAL LICENSURE	ACCREDITATION OF PREPARATION INSTITUTIONS
Accountancy	By state boards of accountancy, all or majority of whom are practitioners nominated by profession; examination plus experience necessary for licensure in most jurisdictions.	Accreditation by American Association of Collegiate Schools of Business or Regional Accrediting Association or State Board Review.
Dentistry	By state boards of dental examiners, all or majority of whom are practitioners appointed by governors —in many states on recommendation of state dental societies.	National by Council on Dental Education, American Dental Association. States require graduation from accredited institutions for licensure.
Medicine	By state boards of medical examiners, all or majority of whom are practitioners nominated by profession.	National by Liaison Council on Medical Education, American Medical Association and Association of American Medical Colleges. Required.
Law	By state boards of bar examiners, all or majority of whom are practitioners appointed by state supreme court.	National by Council of the Section of Legal Education and Admissions to the Bar, American Bar Association. Required for licensure in most states.

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Nursing	By state boards of nursing, all or majority of whom are practitioners nominated by profession.	State required by state board of nursing; national available on voluntary basis by National League for Nursing.
Osteopathic Medicine	By one of the following, depending on the state: State board of osteopathic examiners State board of medical examiners Composite board of medical and osteopathic examiners.	National by American Osteopathic Association. Required.
Teaching	In most states, licensure and accreditation functions for elementary and secondary teachers are controlled by state boards of education whose members are laymen, not practitioners. (College teachers are not licensed.) National accreditation of preparation institutions by the National Council for Accreditation of Teacher Education is voluntary. Members of state boards of education are either appointed by the governor or elected by the general citizenry.	
Engineering	By state boards of engineering examiners, all or majority of whom are practitioners nominated by profession; license granted on demonstrated competence, including examination.	National by Engineers' Council for Professional Development. Voluntary. State also voluntary.
Architecture	By state boards of architectural examiners, all or majority of whom are practitioners nominated by profession; license granted on examination.	National by National Architectural Accrediting Board, Inc. Voluntary.

What does governance mean?

□ **Governance . . . self-regulation . . . autonomy for the** teaching profession. By whatever name, the meaning is the same: the fixing of responsibility for professional decisions with the teaching profession.*

As the largest group within the teaching profession, practitioners currently have two concerns: that the profession acquire legal responsibilities which it has not had in the past and that practitioners have parity in those responsibilities.

In the past, almost everybody but the teacher has called the tune in education. Teachers have traditionally taken direction from others—local and state school boards, legislators, parents, powerful community leaders. Because most teachers are paid from public funds, many think of them as public servants, and, as such, subject in all matters to the whims of the taxpayers.

That concept is changing. With the increased public demand that teachers be accountable for the learning of children, the entire teaching profession is taking a new look at what is needed to improve teaching and learning. And some members of the profession (among them leaders of NEA) are concluding that teachers are not able to teach as well as they know how to teach because they unfortunately have little control over their profession.

Practitioners, therefore, are actively seeking more responsibility for professional matters. They maintain it is neither feasible nor fair for them to be held accountable for whether or not Johnny and Jane and Hector and Paula learn to read or to understand math concepts or whatever until teachers also have the responsibility for making decisions about how reading teachers, math teachers, and other teachers should be trained, in what institutions they should study, who should be licensed to teach, and how teachers' skills can be kept up to date.

Evaluation, important in assessing both educational outcomes and practitioner performance, is an area in which teachers have never had parity. Teachers can and will evaluate their own and each other's teaching if such evaluation is for the diagnosing of teaching strengths and weaknesses rather than for the purpose of renewing or not renewing a contract. Of course, such matters as contract renewals have to be considered, but the main purpose of evaluation should be to improve teaching performance. In the past, teachers have rarely been helped by evaluation; they have merely been judged.

If education is to improve, school districts must tap the collective wisdom of local teachers associations. Frequently when school boards and/or administrators enter into a performance contract or a plan for differentiated staffing, they do not really involve teacher groups. Because teachers will be a vital part of the success or failure of such programs and because they know much about the advantages and pitfalls involved, they should be quarterbacking and carrying the ball, not sitting in the stands.

Teachers are insisting that school boards and administrators and the lay public recognize the professional expertise of practitioners. Teachers are beginning to negotiate contracts that include items related to improvement of instruction, such as teacher assignment, curriculum material evaluation, and nonprofessional duties. Teachers are also asking state legislatures to adopt standards and licensure legislation that will give the profession the legal right to govern itself.

The fact that teachers want to govern their profession does not mean that they want to control education. Tax-paying citizens (including teachers) are the ones who should decide on the goals and financing of schools, but professionals should decide on how the goals can best be accomplished.

Over the past 10 years, the National Commission on Teacher Education and Professional Standards (NCTEPS), now a part of the new NEA Division of Instruction and Professional Development, has led the fight for internal governance for the teaching profession. In 1961, the NEA Professional Rights and Responsibilities Commission (PR&R) joined with NCTEPS in endorsing guidelines for professional practices regulations. Later, the two commissions established a joint project to focus NEA's efforts more directly on achieving autonomy for the profession. By 1969, 15 states had practices commissions, though all of them were advisory and many were very weak, some with no funding. Three states had standards boards, and one, Oregon, had a combined Standards and Practices Commission, established in 1965. In July 1970, California was the first state to establish and give legal status to a Commission for Teacher Preparation and Licensing, a majority of whose members are from the teaching profession.

A year and a half ago, governance of the profession by teachers became a major priority for NEA, and state and local associations who saw the need to get teachers involved in making professional decisions through legislation began asking NEA for help. Since not enough money and staff were available to work with all groups that requested assistance, the Asso-

*See the chart on page 22 for a breakdown of who makes up the profession.

ciation decided to concentrate on pilot states. The pilots were Iowa, Kansas, Massachusetts, Minnesota, New Jersey, New Mexico, Pennsylvania, and Wyoming. This year new ones are being added.

To assist state associations in their drive for standards and licensure legislation, NCTEPS, with the help of PR&R and the office of the NEA General Counsel, developed a model bill. This special feature on governance prepared by the NEA Division of Instruction and Professional Development focuses on the bill, how segments of the profession regard teacher governance, an effort in a pilot state, a dialogue on governance, and a comparison of how present governance of the teaching profession measures up to that in other selected professions. □

About the model bill

□ **No state has a comprehensive, balanced, and fully** operational program in which the teaching profession bears the *legal* responsibility for licensure and accreditation.* Instead, lay boards of attorneys, businessmen, and other noneducation personnel commonly make crucial decisions about the profession on the state level. Where educators are involved, representatives of higher education play the dominant role.

NEA's push for effective state legislation in the standards-licensure field complements—and to an extent, follows—another highly successful development that has strengthened the voice of teachers in decision making: negotiation agreements between education associations and school boards. Some states have enacted legislation which has facilitated this rapidly developing movement on the local level.

The Model Teacher Standards and Licensure Act has evolved over more than two decades. Hundreds of educators from all over the nation contributed in the formulation of the model, which was developed by NCTEPS, with the help of NEA's Commission on Professional Rights and Responsibilities and the NEA Office of General Counsel.

While state legislatures are not expected to adopt the Act without considering local conditions, the model represents a carefully developed rationale about governance of the teaching profession, and NEA recommends and supports the bill.

The Act calls for a state Teacher Standards and Licensure Commission with 13 members appointed by the governor from a panel of names submitted by groups of certificated professionals.

The model provides for the granting of four types of licenses and states that "it is the intent of the Legislature that the Commission not engage merely in the prescription of certain courses of study and unit counting in developing minimum licensing requirements." The bill also includes a provision for revoking or suspending teacher licenses.

Under the bill, teacher preparation institutions would be subject to study and accreditation by the Commission. The statute provides for reciprocal agreements with other states in respect to accreditation and licensing. It also declares that any person who directs or permits an unlicensed person to practice teaching or perform educational duties without Commission authorization is guilty of a misdemeanor.

Single copies of the bill are available on request from the Division of Instruction and Professional Development, 1201 16th Street, N.W., Washington, DC 20036. □

Teaching in the State of _____ is declared to be a professional practice. In order to achieve the highest possible educational standards in the State of _____, highly qualified professional teachers must be attracted, retained, and stimulated to optimum performance. These objectives can be accomplished most effectively if the preparation, licensing, and certain aspects of performance of teachers are regulated by the teaching profession.

It is the purpose of this Act to establish a regulatory agency, a structure, and procedures which will enable the teaching profession, through qualified members, to control and regulate the preparation, licensing, and certain aspects of performance of those persons who teach or perform educational duties in the educational institutions of this State.

—*Section 2. Policy and Purpose. A Model Teacher Standards and Licensure Act.*

*California's Commission, discussed in the introduction, has considerable legal power but is subject to the state board of education's veto.

Who comprises the profession & what do some of them say about governance?

The teaching profession must acquire the rights and responsibilities for governing its own standards for admission and retention in teaching. The NEA is insisting upon the creation of the legal machinery and other procedures necessary to accomplish such governance. That this is a complex issue involving many agencies, institutions, and organizations should not deter our efforts.

—Donald Morrison, *1971-72 president, National Education Association.*

Most of us would be forced to acknowledge that, in fact, we too seldom invite our field colleagues to contribute as equals to our program discussions or to participate fully in policy formulation. . . . Whatever its roots, our failure to recognize our classroom colleagues as full partners leaves us open to charges we can disregard only at our peril. We should not be amazed that our unilateral policy making is now questioned and is, indeed, in a fair way to be curtailed.

—Evan R. Collins, *professor of higher education, Boston College, Chestnut Hill, Massachusetts, speaking at the annual meeting of the American Association of Colleges for Teacher Education on February 24, 1971. Dr. Collins gave the twelfth Charles W. Hunt Lecture at the meeting.*

WHEREAS, Most worthwhile recommendations for improvement in teacher education have been made through involvement of diverse professional associations and learned societies, and WHEREAS: The TEPS Commission of the National Education Association has recently urged state education associations to encourage state legislatures to consider a model bill that would substantially change the procedures for licensure of teachers and accreditation of teacher education programs, without the close involvement of many of the professional organizations interested in teacher education.

Be it *Resolved*, That the AOTE [Associated Organizations for Teacher Education] urge each of its member organizations to study the aforementioned model bill and to consider action appropriate to the best interests of teacher education, and further, Be it *Resolved:* That the AOTE urge its members to continue to foster interorganizational efforts to improve teacher education.

—*Resolution adopted by the Advisory Council of the Associated Organizations for Teacher Education, May 7, 1971.*

Each state needs an advisory council or other organization that can speak effectively *for* teachers in the legislature, in the state board of education, in local board of education matters, etc. It is presumed that in those issues where the profession has documented its position and sold it, it will succeed for the welfare of the profession. I could not support complete autonomy for the profession which is so intimately tied to youngsters, their parents, the tax structure, etc., etc. . . . Some of the goals and some of the means for achieving the goals in the governance project are commendable, but in my judgment the project sought to move too far too fast. . . . These observations are my own, not those of NASDTEC.

—Otto G. Ruff, *immediate past president, National Association of State Directors of Teacher Education and Certification.*

THE TEACHING PROFESSION

2,000,000	teachers in public elementary and secondary schools
200,000	teachers in private elementary and secondary schools
300,000	administrators, supervisors, consultants, researchers, and other specialists in public and private elementary and secondary schools
800,000	professional personnel in higher education institutions
100,000	professional staff members in professional organizations, in government offices of education, in accreditation offices, and in private agencies with educational programs
3,400,000	This is the sum total of the teaching profession.

Establishing a standards board

RUTH DITTES, *1970-73 chairman, Minnesota Commission on Teacher Education and Professional Standards; business education teacher, Richfield (Minnesota) Senior High School.*

□ **In retrospect, this past year was a busy and profit**able one for the Minnesota Education Association as a pilot state in the NEA governance project. Although we did not realize our goal of establishing a legally constituted professional standards board, we did achieve the following:

1. MEA members are now cognizant of the need for, and highly supportive of, professional standards legislation.
2. State legislators and the public are aware that teachers are interested in greater accountability as well as in economic matters.
3. The NEA image was enhanced through our professional standards thrust.

A part-time staff assistant who coordinated the activities of the TEPS and Legislative commissions with those of our state president and our chief lobbyist was key to the success of our professional standards effort. Equally important was our pilot agreement with NEA which provided for mutual planning, cooperative development of materials, and the money necessary to campaign for a bill.

Without a doubt, securing a professional standards board is a long-range goal. Much groundwork must be laid to convince teachers, legislators, and the public that teachers are willing and capable of assuming responsibility for professionalism and accountability.

In Minnesota, our professional standards thrust began in February 1970 with the adoption of a position paper stating the intent of the MEA to seek legal establishment of an autonomous board to determine standards for certification of teachers, for accreditation of teacher preparation institutions, and for in-service and continuing education for teachers. Since Minnesota already has a legally constituted Professional Practices Commission, the new legislation dealt only with standards.

The following August, MEA trained 60 teacher-leaders to serve as a professional standards cadre. Their job was to contact teachers and legislators to discuss the importance of a professional standards board.

In November, local association presidents and chairmen of the TEPS, Legislative, and PR&R committees met in a statewide conference to prepare for the legislative push. NEA-TEPS provided a discussion guide, transparencies, and a filmstrip-tape on governance that presidents could take back to their locals.

After the statewide conference, participants held similar meetings in their locals prior to the opening of the state legislature in January. In the meantime, we found influential legislators to sponsor the bill and we identified a second cadre of association leaders to make personal contacts, at frequent intervals, with our legislators. Our state Legislative Commission and chief lobbyist set a high priority on this legislation.

When the legislative session began, MEA seemed to be in a powerful position with its members and with legislators on the question of the bill. Legislators were actually asking when the bill would be available. "Lobbyline," a telephone communication network, and *Window on Legislation,* a legislative newsletter, kept MEA members informed on the bill's progress.

With all of this going for us, we naturally assumed the bill would become law. Not so. When the education committees in the legislature discussed the bill, our opposition came out of the walls. Yes, state department staff, state board of education members, administrators of teacher education institutions, and school board association members suddenly felt this legislation was a real threat, since broadening the base of professional control to include elementary and secondary teachers would diminish the power of the groups presently in control.

Some school administrators and other educational specialists could not see their way clear to support the MEA's bill because they feared that elementary and secondary teachers would determine certification for them. MEA's coalition efforts with the opposition were weak and late.

MEA encountered another difficulty. The Minnesota Federation of Teachers submitted a weaker bill than the MEA's—one which sought only advisory power. Legislators believe the standards bill could have passed both the House and Senate committees by one or two votes had it not been for the Federation bill.

Even though the MEA bill did not come out of committee, the powerful legislator-authors were successful in steering it into interim study. Now, a committee of legislators will consider the whole professional standards issue, along with other education problems, in order to make recommendations to the next legislature. We consider this an advantage, since any recommendation by the interim committee is likely to have greater acceptance in the legislature than one coming from an association or organization.

In the next two years, MEA must prepare pungent testimony, with facts and figures, attesting to the need for a professional standards board. We must form an alliance with the groups which opposed our bill. Continued support from NEA is imperative.

Though the task of securing standards legislation is not easy, I contend that the time is now. □

How will governance help me teach better?

□ **So you went to a conference last weekend on my dues and discussed governance. How's that going to help me teach better?**

Are you satisfied with the evaluation you're getting this year?

What do you mean, evaluation? I went on tenure last year, and the principal doesn't have to visit me for at least three more years.

Could an evaluation help you teach the kids in your class better?

I suppose so. I could learn a thing or two if some of the good teachers in my building were doing the evaluation.

That's peer evaluation. Why isn't it in your negotiated contract?

Oh, you mean we can negotiate teachers' getting in on action like that?

Yes. That's what governance is all about: Teachers' getting in on many activities they've not been in on before.

Like what?

Like deciding on their own in-service training, for instance. Most of what they get now is a waste of time.

You're certainly right about that! I want to teach more minority group literature, but nobody around here seems to know anything about it or to care about giving me some help.

Are there other teachers who feel the same way?

Of course.

Then why shouldn't all of you govern your own in-service education? That would help you teach better.

Speaking of teaching better, I have a student teacher who has no preparation in minority literature, either, and we're working with a class that is twenty-five percent black. What can I do about that?

In the future you can insist, through your association, that practitioners have a say in teacher preparation and teacher placement.

You mean teachers should decide when a person is ready to be licensed?

Yes. In almost every other profession the practitioners do.

Who decides that for teachers now?

Mostly state boards of education—citizens who have been appointed by a governor or elected by the people. They have the legal power to decide who can be licensed as a teacher and which colleges may prepare them.

But don't these boards ask the teaching profession for advice?

State boards of education must necessarily depend upon staff professionals. But they in turn often refer to advisory bodies, chiefly college people, again appointed by the state board instead of selected by the organized teaching profession.

Are you saying that the teaching profession should have control over public education? What about the fact that we are public employees? The public pays the bills. Isn't education their baby?

We're not trying to control public education. Citizens should determine the goals and financing of education. But they should fix certain responsibilities (like licensing) with groups (like the teaching profession) that are best able to carry them out.

But aren't teachers one group and college professors another and state education department people another? How does the public decide which group does what?

That's why groups within the teaching profession need to get together. When we say "the teaching profession" we mean teachers, primarily, but also college professors, administrators, and professional personnel in state departments and in accrediting agencies.

Which group in the teaching profession is the largest?

Two-thirds of the profession are elementary and secondary teachers. And they've had little say in most of the decisions made about themselves and their profession. Oh, here and there, there's been a token elementary or secondary teacher on some advisory committee—but it's been pretty token.

Why have so many teachers put up with this?

That's hard to say. It may have something to do with the question that you asked earlier about the public thinking that education is their baby because they pay the bills and therefore they feel that teachers should be told what to do. Somehow many teachers just didn't raise questions about who governed the profession until they began to see that schools had to be changed and that they weren't able to do anything about changing what they knew was wrong with them.

You mean I could have something to say about who'll teach next to me and why student teaching is outmoded?

Right! That's governance.

How can teachers like me have something to say about certification?

You and your colleagues can see that the legislature delegates the responsibility for standards and licensing to teachers by creating a Teacher Standards and Licensure Commission.

How would individuals get on that Commission?

They would be nominated by people who have teaching certificates.

Would members keep their regular jobs?

Yes.

Who would pay expenses for travel to and from meetings of the Commission and the salary for substitutes who would have to take the Commissioners' places on days they attended these meetings?

Expenses would come from state funds—probably from a portion of the certification fee which teachers already pay in most states.

Would the teachers on the Commission try to enforce a code of ethics for all teachers?

No. Ethics would come into the picture only when infractions serious enough for possible license revocation occurred.

Then, who is responsible for seeing that teachers subscribe to a code of ethics?

Associations of teachers—state and local.

Would the licensing commission have the power to revoke licenses?

Yes, when necessary. But revocation is only a small part of the whole licensing procedure—and the responsibility for all licensing is what the profession wants.

I have a friend in the legislature who says that we ought to clean our own house before we ask for anything more. What do I say to him?

You tell him that we don't have the legal power to do that now. We haven't had responsibility for deciding who got into the profession or how they were trained, so how can we be responsible for performance?

So we're not being jockeyed into any witch-hunts?

That's right. We have a much greater contribution to make.

Will we do a better job with standards and licensing than is being done now?

I'm sure you'll agree that the persons who are closest to something and most involved in it care the most about it. The central aspect of education is still the teacher. But he's been treated like Galatea, not a professional. People have done things to or for the teacher without involving him. It's the teacher who really cares about standards because they not only have an impact on his effectiveness in the classroom but they also affect the status of his chosen profession. Of course, teachers will make some mistakes, too, but they do have knowledge and expertise about their profession that the layman doesn't have.

If we can control entry into teaching, won't we tend to keep our numbers small so salaries will be high?

This could be a possibility, I suppose, but there will be checks and balances within the profession that will undoubtedly prevent this. A Standards and Licensure Commission should be required by the law that creates it to report to the entire profession and to the legislature annually. Besides, delegated authority can be withdrawn if it is used irresponsibly.

Do any states have commissions like this?

Only one has a legally constituted board with a majority of teachers. That's California. Fifteen have independent practices commissions, but many of them are very weak. In most instances the laws creating them didn't provide for money or for powers of subpoena.

Many states also have certification review boards where professionals are involved, but only in making exceptions to rules which already exist. All states have some kind of advisory body on teacher education and certification, but in most of the states these bodies are voluntary and extralegal.

Does all this have anything to do with accountability?

Does it! Do you want to be responsible for something you didn't help decide? And won't you feel more worthwhile and valuable and professional if you can agree on what you'll be accountable for and then get to work on it?

Hmmmm. . . . Maybe it's time to get this show on the road! □

Runaways

LILLIAN AMBROSINO, *free-lance writer and author,* Runaways, *Beacon Press, 1971. Mrs. Ambrosino has taught in elementary school.*

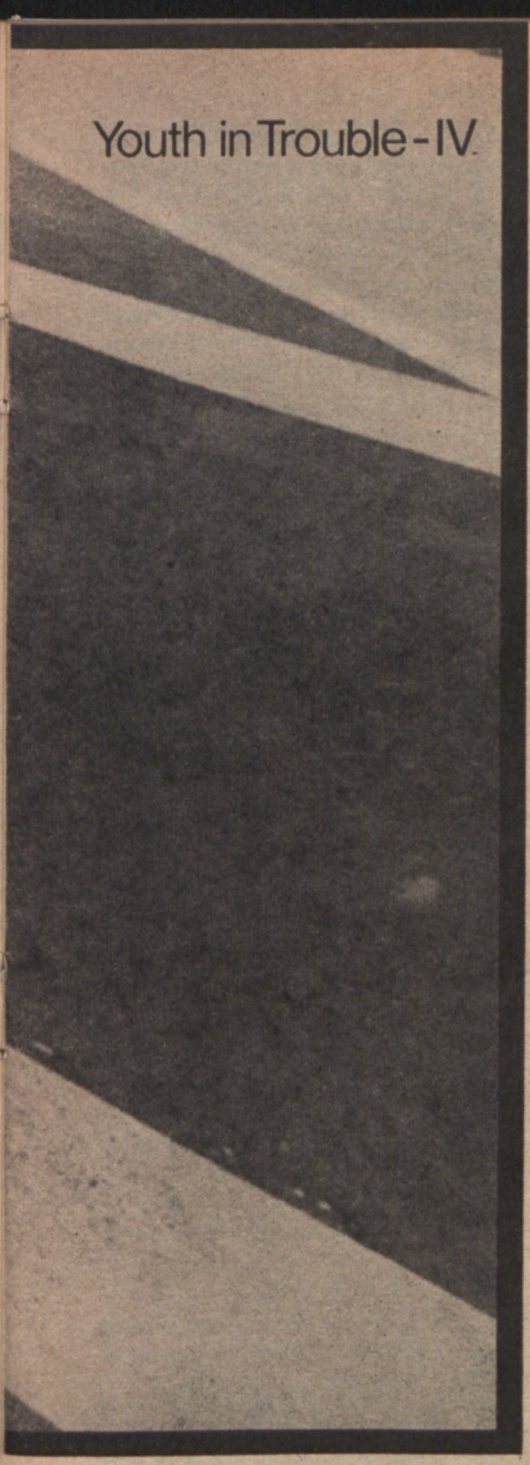
□ **The urge to flee—to get away** from it all—is a normal human emotion. Who has not wanted to escape his routine or responsibilities, to try something new, to prove that it is possible to live by one's own devices?

At one time, running away was pictured as a romantic adventure, happily indulged in by the likes of Huckleberry Finn. Today, unfortunately, it has become an escapade of younger and younger children who flock to increasingly dangerous cities that are ill equipped to handle them or their problems.

Technically, running away is illegal. The term *runaway* refers to any person below a specified age limit who has left his legal residence without the knowledge or consent of his parents or guardians. (The age limit varies from state to state, but 18 is typical.) Yet legal definitions minimize the extent of the runaway problem by excluding the thousands of young people under 21 but over the specified age limits. Like their slightly younger counterparts, they, too, have rejected their homes for a footloose lifestyle.

Figures on runaways are hard to obtain. Statistics come from missing-person reports or records of police arrests. The only national figures compiled are for arrests of those in the under-18 group. Yet, the best estimates on total runaways are grim: Probably at least half a million boys and girls under 18 ran away from home in 1970, and it seems likely that a great many between the ages of 18 and 21 did the same thing even though they may not legally have been listed as runaways.

Youth in Trouble - IV



The most recent nationwide figures for under-18 runaways show that about 40 percent of those arrested were under 15 and that more girls were arrested than boys. Many of them are leaving what they consider an "intolerable" situation. Some run away from alcoholic or negligent parents, from foster homes or reform schools, for a lark, to jolt or punish parents. A few leave because their parents have openly or subtly told them to go. Those who say that family "hypocrisy" caused them to run away come from seemingly stable, middle-class homes. They are in conflict with their parents' values and, perhaps, long for experiences not typical of their sheltered lives.

Runaways are after the action. Almost all of them go to a city, sometimes out of state. There, they quickly gravitate toward the known hip parts of a city—Washington's Georgetown or Dupont Circle, New York's East Village or Upper West Side, Boston's South End or Beacon Hill, Los Angeles' Venice, Miami's Coconut Grove, Philadelphia's Germantown or Powellton Village. Occasionally, the underground will designate one city as the target for the year's mass migration: San Francisco in 1967, Boston in 1968, Boulder in 1970.

Once on the spot, runaways find the living hard. Many leave home impulsively without thought of food or shelter. Others, who anticipate the move and save for *the* day, find that their funds soon evaporate. Those under 18—especially those who look their age—have the most trouble. They usually lack the funds or skills to help themselves, and few people will come to their aid. A runaway is subject to court jurisdiction, and anyone who helps him is subject to prosecution for contributing to the delinquency of a minor.

What help they do get may come from old friends or from Travelers Aid (the agency with branches in every major city that has helped more runaways than any other organization), neighborhood churches, random individuals with a special interest in the problem, hot lines, or the few halfway houses created for runaways.

The approach these groups and individuals use is to encourage the boy or girl to find the reason for his action and to come to some decision about his future. They try to establish contact with the parents to include them in this process.

With parental consent, the child can legally sleep at a halfway house or at lodgings found by Travelers Aid. Without it, these agencies must confine their help to the daylight hours—unless they have managed to secure a grace period (usually 24 hours) from the local police. Although the original intent of laws on runaways was to insure the parents' right to know their child's whereabouts, these laws have served to complicate the work of these groups.

Most runaways return home within a week. Those who do go back sometimes find that the crisis caused by their sudden departure has stimulated new communications with their parents. The parents, shocked by the experience into a new awareness of their child's fears and feelings, may become more understanding and open, and the child, having been exposed to life's realities, may change his definition of "intolerable." For this type of youngster, running away is usually a one-time affair.

However, runaways from brutal surroundings are least likely to go back, for they are seeking the dream of a happy home or family, and any alternative seems better than the cruelty they left behind. The very act of running away is their lifeline to health.

Those who go away and stay away—the hard core, the desperate, the rootless, the chronic runners—are called "street runaways" in the jargon. They are the hardest to reach. They distrust convention, are suspicious of agencies (even those halfway houses and hot lines staffed by their contemporaries), and are simply distrustful of most adults (the attitude may well be reciprocal). They live by their wits and somehow manage to survive. The longer they stay on the streets, the more likely they are to take drugs, contract venereal disease, and give up every vestige of moral or behavioral control.

Father Paul Shanley, Boston's former street priest who has worked with hundreds of runaways, finds that almost invariably these young people begin taking drugs. Although he is in sympathy with the goals of young people, he has written of an awareness of ". . . the devastating psychological effects of alienation on the adolescent psyche . . . the emotional toll of free love . . . the vast wasteland of human potential caused by drugs. . . ." Most professionals or young people working with runaways would agree with this description.

Running away exploded on the

American scene in the summer of 1967. The well-publicized deluge of young people into San Francisco tempted even more to come and pinpointed the dreadful lack of facilities for coping with homeless youth. Huckleberrys for Runaways, one of the nation's first halfway houses, was organized at that time.

That flower summer is now a charred memory, but more and more young people continue to leave home. Yet, in the spring of 1970, as I was researching *Runaways*, I found only five cities in the country with halfway houses for runaways (San Francisco; Washington, DC; Boston; Kansas City, Missouri; and Dallas). However, most major cities do have free clinics, hot lines, and an effective underground network of communications—a word of mouth that helps young people to find a pad for the night, free food, etc.

Young people who have already been through the drug or runaway experience themselves staff many of these facilities. But, these agencies, despite the goodwill and competence of their staff (often they have professionals who volunteer services), are able to make only a small dent in a very large problem.

Running away, then, in the United States or anywhere is understandable. But in our country it is also dangerous. Every major city on the Continent has youth hostels, cheap student housing facilities, reasonable eating places, and free clinics, but there is relatively little of this in the States. So, while the European parent of a runaway would surely feel as despondent as an American parent in the same circumstance, he is far less likely to fear for his child's safety.

What can teachers do about a potential runaway? It is hardly likely that a student would confide his desire to run away to an adult if, in fact, he has thought it out that far in advance.

However, the best thing a teacher or parent could do should he be confronted with a potential or actual runaway is to find out the youngster's reason for running away. Is his home negligent or abusive? Does he have legal recourse? Is he eligible for the emancipated minor status, i.e., a legal judgment that would declare him self-sufficient and able to live without the "care and protection" of his family? Can he legitimately "run away"—pay a visit to a friend or relative? Are local agencies available that might be able to help both parents and child?

Does the town have a halfway house for young people in trouble? Or a hotline operation? Can the student take part in one of these activities to satisfy his need for a runaway experience?

Is his plan to run away a ruse? A plea for attention? Why? Remember: The child who really wants to leave, if only for a short time, will find a way.

If a child actually runs away, there are only a few things a parent can do.

He can wait. Some professionals advise this. The child initiated the action, so let him decide when to return, they say. He can report his child as a runaway to the police bureau of missing persons. He can ask the juvenile court to authorize a warrant for the runaway's arrest (an extreme measure). Or he can swallow his pride and go looking for his kid. This experience will be frustrating—scouring the hip areas of cities, talking to hot lines, placing ads—but it is a way of demonstrating love.

Running away is natural, a part of finding oneself and surviving alone. The pity is that today fear and danger surround the act of running away, and it is too vital a part of living for that. □

UNFINISHED STORY

The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a new booklet containing 29 of the most popular unfinished stories, now available for $1 (2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount) from the NEA Publications-Sales Section, 1201 16th St., N.W., Washington, DC 20036. Ask for More Unfinished Stories for Use in the Classroom. *Stock No. 381-11976.*

What Should Alicia Do?

It was Christmastime and Alicia heard her classmates talking about the presents they had bought for their teacher. Alicia was fond of Miss Jones, too, but she had a problem.

"Where will I get the money to buy her something?" Alicia worried. "I know Mom doesn't have any extra cash—especially right now. Maybe I'll be the only one who doesn't give Miss Jones a present! She always says, 'No presents, *please*,' but everyone wants to give her something."

When Alicia moved across the hall for her reading lesson, she saw a small, prettily wrapped package inside the desk where she usually sat. Toward the end of the period Alicia began to think how much her teacher would enjoy a present, especially one wrapped in such nice paper. "She might like me more if I give her something," Alicia thought. Glancing around to see if anyone was looking, Alicia quickly put the package in her purse.

Miss Jones seemed very pleased when she opened the package several days later and saw that it was a bottle of perfume. "It's a lovely gift!" Miss Jones told Alicia. "Thank you."

Alicia was happy; her teacher liked the gift. But later that afternoon, Alicia saw her teacher talking with Maria. Miss Jones looked very serious as she talked, and in her hand was the bottle of perfume.

What were they saying? Alicia didn't know for sure, but Maria's desk was in the reading room. Alicia *was* sure about that. And she could guess what the conversation was about.

What should Alicia do?

—Suzanne Mauser, *third grade teacher, Hatfield (Pennsylvania) Elementary School.*

Thoughts To Think Aloud:

1. Why did Alicia want to give her teacher a gift?
2. What "gifts" of service or thoughtfulness would Miss Jones have enjoyed very much?
3. What does the old saying, "The truth will out," mean?
4. Do you think honesty is the best policy? If so, should Alicia tell Miss Jones and Maria the truth?

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ELECTIONS AND IMAGE BUILDING

ROBERT E. CLEARY, *professor of government and dean for academic development, American University, Washington, DC. Dr. Cleary has taught eleventh and twelfth grade social studies.*

□ **As we move toward the crucial** national election of 1972—an election that may well determine the posture of the United States on a variety of foreign and domestic issues for the next decade or more—both popular and academic attention turns to the electoral process and its functioning. In *The Semisovereign People*, E. E. Schattschneider wrote: "Democracy is a competitive political system in which competing leaders and organizations define the alternatives of public policy in such a way that the public can participate in the decision-making process." The ways in which the public can participate in a large-scale democracy like the United States are somewhat limited, however.

Elections—along with lobbying and other forms of influence—are a primary means by which individuals or groups can affect public policy as they select one candidate *and the major policies for which he stands* in preference to another candidate for the same office. If this theory of the function of elections is to work in practice, though, the public must be able to discern at least the major differences between the competing candidates.

But political candidates may not provide information about these differences for several reasons.

First, taking a stand on an issue may win some support, but it will probably cause more opposition.

Second, election analyses made by the Survey Research Center at the University of Michigan indicate the following: (a) as many as 65 to 75 percent of voters in presidential elections cast their ballots primarily on the basis of party membership, (b) anywhere from 15 to 25 percent make a choice related to their perception of the candidate's personality and character, and (c) no more than 5 or 10 percent vote on the basis of issues.

Third, it is extremely difficult to conduct a campaign for national political office based on a reasoned appeal. As Raymond K. Price, a speech writer for Richard Nixon, put it during the 1968 campaign (so quoted by Joe McGinniss in *The Selling of the President*): "Voters are basically lazy, basically uninterested in making an *effort* to understand what we're talking about. . . . Reason requires a high degree of discipline, of concentration; impression is easier. Reason pushes the viewer back, it assaults him, it demands that he agree or disagree; impression can envelop him, invite him in, without making an intellectual demand. . . . When we argue with him, we demand that he make the effort of replying. We seek to engage his intellect, and for most people this is the most difficult work of all. The emotions are more easily roused, closer to the surface, more malleable. . . ."

Thus, the difficulty of conducting a reasoned campaign based on the issues tempts candidates to emphasize the projection of their personal image.

Today the importance of television increases this temptation in a national campaign in the United States. A presidential candidate cannot reach many voters in person, and as a result he relies heavily on the mass media—especially TV. The Michigan Survey Research Center found that television replaced the newspaper as the major source of information and ideas in national elections during the 1950's. But TV time is extremely expensive to purchase.

In 1968, the Democratic presidential campaign expenditure of $11 million (exclusive of expenditures in the preconvention period) included about $6 million for television, radio, and newspapers; the Republicans spent $24 million, of which about $11 million went for media advertising. The largest portion by far of these totals was for TV, with some national television presentations costing as much as $100,000 apiece.

When one considers that the total cost of the 1968 elections—at all levels of government—was close to

This article was obtained with the cooperation of the National Council for the Social Studies, an NEA affiliate.

$300 million, the overall cost of TV and radio time probably came close to $100 million. Given expenditures of this magnitude, candidates for office are severely tempted to rely on public relations packaging, imagery, and the oversimplification of issues to enhance their electoral prospects. (At press time, Congress had yet to take final action on the proposed Federal Election Campaign Practices Act which, among other things, would limit such campaign expenditures.)

Sloganeering in political campaigns is nothing new. The Smithsonian Institution in Washington has a collection of presidential candidates' banners that date back to 1800. Official campaign songs in presidential politics can be found as early as 1828, and metal campaign buttons go back at least to 1860. Newspapermen began to serve as press agents to political candidates in the latter part of the nineteenth century. This practice became more common over the years, and finally, after the 1928 election, the Democrats organized the first full-time permanent political party publicity bureau under the direction of an ex-newsman.

What is new is the scale of the imagery in modern election campaigns.

In a speech which Davy Crockett is alleged to have made in 1835 about how he successfully campaigned for a seat in the U.S. House of Representatives, he declared:

"Promise all that is asked, and more if you can think of anything. Offer to build a bridge or a church, to divide a county, create a batch of new offices, make a turnpike, or anything they [the voters] like. Promises cost nothing. . . .

"Get up on all occasions, and sometimes on no occasion at all, and make long-winded speeches, though composed of nothing else than wind—talk of your devotion to your country, your modesty and disinterestedness, or on any such fanciful subject. . . .

"These few directions, if properly attended to, will do your business; and when once elected, why a fig for the dirty children, the promises, the bridges, the churches, the taxes, the offices, and the subscriptions, for it is absolutely necessary to forget all these before you can become a thoroughgoing politician, and a patriot of the first water."

The long-winded speeches have since become passé, but what about the attempts to oversimplify and mislead? How has television affected the electoral process? How much does the emphasis on image making cloud the issues? Can the media "sell" a candidate to the electorate? Do media campaigns distort reality in an unprecedented way?

The burgeoning importance of television in national elections has clearly led to an increasing use of professional image makers in political campaigns. Men like David Garth, Robert Goodman, Charles Guggenheim, and Harry Treleaven may not be household names, but they are leading exemplars of the growing number of advertising men who have broadened their endeavors to include the packaging of political candidates.

Given the cost of television time and the difficulty of presenting complex ideas on what is basically a pictorial medium, such men tend to argue for simplicity in campaigns as they attempt to present their candidates in the best possible light. Thus McGinniss tells us that the Nixon public relations men in

1968 carefully handpicked a "representative" sample of questioners for a series of live question-and-answer television shows. They also worked with the candidate on shortening his responses to the queries which they expected the questioners to ask and were ecstatic when Nixon honed his comments on the state of the economy from two minutes and 35 seconds to one minute and 10 seconds.

One end result of PR thinking is the one-minute (or less) spot advertisement in a campaign. One of the most controversial spots in recent years came in the 1964 presidential election campaign. It made a graphic comparison between an idyllic Lyndon Johnson administration and a catastrophic Barry Goldwater future by showing a little girl counting as she pulled petals off a daisy, an activity that faded into a countdown for a nuclear blast.

Many television spots and longer programs do focus directly on the candidate, but some center on him in a way that may mislead a significant number of voters. The emphasis is often on attractive and easily presentable aspects of his personality, resulting in a synthetic portrait that will neglect the candidate's stand on major issues of public policy.

The increasing public-relations orientation of campaigns, given the importance of television, leads to a basic distortion of reality and an attempt to substitute image for substance. Brevity, in conjunction with today's Madison-Avenue techniques, does not make for carefully reasoned argument.

On the other hand, TV with its mass audience does encourage a more widespread understanding of the major issues in an election campaign than has been true in the past. News shows, documentaries, and panel shows provide an unprecedented visual presentation of the issues.

While it is true that the media can package a political candidate and "sell" him to at least a portion of the public, at the same time an individual voter can resolve the problems inherent in this situation through his own analysis of issues. If he wishes, he can obtain background information on a wide variety of public questions as well as impressions of where the leading candidates stand on these issues. He is then in a position to make a reasoned electoral judgment.

But reaching such a judgment is difficult. The voter must have more than information. He must put information into perspective by making interpretations and comparisons as he examines the implications of different ways of resolving a problem. This requires a capacity for evaluating knowledge as well as the ability to look at a problem from someone else's point of view. In order to do this, the rational individual should actively seek new information by exposing himself to uncongenial as well as to congenial sources. However, most people tend to expose themselves only to information and opinions which serve to reinforce their existing ideas and beliefs.

It is true that the average citizen's obligations to family and livelihood limit the time an individual can spend in securing enough information to make a reasoned electoral choice. Nevertheless, individual interest and activity are essential to the existence of representative government.

A democracy cannot survive unless a number of citizens are aware of the nature of the political system and operate in it in such a way as to affect its functioning. If political candidates do not define the alternatives of public policy very clearly, some citizens must do so in light of relevant knowledge about the issues and the political system or democracy will fail. The responsible citizen understands the importance, possibilities, and limits of his participation in the electoral process and then determines the extent of his participation in the perspective of his other obligations.

Therefore, the individual citizen should have a workable understanding of how the American political process operates, despite the fact that he can have only limited influence on governmental policy making. It is clear that he can rarely hope to ever *determine* policy on a public issue, but he can usually expand his *influence* on the making of policy by increasing his participation in public affairs.

In *The American People and Foreign Policy*, Gabriel Almond refers to the existence of three different publics in the United States: The general public, by far the largest group, is neither interested nor informed on most public issues; the attentive public acts merely as an audience for the propagation of ideas; and the articulate public discusses the issues and tries to build support for various points of view. Government officials take the argu-

(*Continued on page* 58)

Discriminating Against the Pregnant Teacher

□ **"Teachers suffered many indignities as a result of** pregnancy, which consisted of children pointing, giggling, laughing, and making snide remarks."

"Although no child was born in the classroom, a few times it was very close."

"Where the possibility of violence and accident exists, pregnancy greatly magnifies the probability of serious injury."

"The kids might think she had a watermelon in her belly."

Taken from court records of two test cases from the files of the DuShane Emergency Fund, these comments are representative of the views some school boards and education officials hold on the matter of the pregnant teacher in the schools today.

When she learned that her baby would be born near the end of April, Susan Cohen, a Virginia high school government teacher, asked that her maternity leave commence on April 1. The Chesterfield County Board of Education refused to grant her request, insisting that she terminate her teaching on December 18 in accordance with the policy requiring pregnant teachers to go on maternity leave at the end of the fifth month.

Last May, Mrs. Cohen became the first female teacher to successfully challenge the constitutionality of a mandatory maternity leave regulation. In her federal court suit, she contended that this policy discriminates against women and violates their equal protection rights under the Fourteenth Amendment.

"Decisions of when a pregnant teacher should discontinue working," as Judge Robert R. Merhige stated, "are matters best left up to the woman and her doctor." The judge pointed out that pregnant women are more likely to be incapacitated during the early months of pregnancy than during the last four months and that there is no evidence to prove the theory that women are absent more in the later months of pregnancy or are less capable as teachers during that time. The school board has appealed the lower court's decision.

In Cleveland last May, however, the school board's position regarding compulsory maternity leave after the fourth month was accepted by a federal judge. Jo Carol La Fleur and Ann Elizabeth Nelson, who gave birth last summer, have appealed the adverse decision.

Their appeal challenges the board's protective rationales for requiring leaves: prevention of "pointing, giggling, and snide remarks" by students; protection of the health of the teacher and her unborn child; avoiding the disabling effects of physical conditions associated with pregnancy; and administrative necessity.

Supporting the teachers in a "friend of the court" brief, NEA argues that the rule forcing female teachers to give up their jobs when they are four months pregnant—regardless of whether their pregnancy interferes in any way with their ability to teach—not only deprives teachers of their livelihood and their ability to pursue their chosen profession but also disrupts the education of their students.

Although it is expected that the Cohen decision will influence the enforcement of maternity leave policies in the future, many school districts have written policies which require discontinuance of teaching during pregnancy at specific times. These rules may vary in detail, but their discriminatory effects are the same.

In DeSoto, Kansas, the board's policy called for leaves of absence for pregnancy at the end of the third month. Camille Dysart, a nontenured sixth grade teacher, requested a hearing when she was informed that she could not continue as a regular teacher but that the board might allow her to do substitute teaching. Although she offered to "absolve the school board of any increased civil liability due to her pregnancy" and presented affidavits from mental health authorities to support her contention that her presence would not be harmful to the students, the board voted to enforce its "third month" rule.

Mrs. Dysart asked a state court to declare this rule invalid. Declining to rule on the leave policy, the court did declare that she was terminated in violation of her contract. The board agreed to pay Mrs. Dysart her back salary (less substitute pay she earned).

In California, a pregnant teacher has challenged the constitutionality of a local ordinance which permits a man but not a woman to use sick leave when his child is born. She asserted the differential treatment accorded men violates the equal protection clause of the Fourteenth Amendment.

The date when she could return to the classroom as a regular wage earner, and not as a substitute teacher, was the important issue for Eliza Garner. Her daughter was born on September 1, 1968, but according to a policy of the Russell County (Kentucky) board, she could not be assigned to a full-time teaching position until the next fall term. Mrs. Garner, who had 18 years' teaching experience, began sub-

stitute teaching 18 days after her child was born.

Eventually, Mrs. Garner asked a federal court to declare the leave policy unconstitutional because it discriminates against women. As she points out: "Many male teachers in our system have had major surgery far more serious than a normal pregnancy and childbirth, yet these men have been allowed to return to teaching whenever they desired."

She had requested four weeks' sick leave to follow the birth of her child. Contending that other teachers had been permitted to use comparable leave time without penalty for cataract operations or other medical procedures, she sued the school district for damages to compensate for her lower salary in 1968-69. An adverse lower court ruling on a preliminary matter is on appeal in the Sixth Circuit.

Four tenured teachers from different school districts in New York State objected to the "fourth month" rule and to policies which kept them from returning to the classroom for up to 19 months after childbirth. They complained to New York's Division of Human Rights. (New York is one of 33 states whose fair employment laws prohibit discrimination on the basis of sex.)

The commissioner's decision upheld their right to work but suggested that the district might require medical certificates indicating each teacher's capacity to perform all phases of her work.

Requiring pregnant teachers to resign from their positions rather than granting leaves of absence—regardless of tenure—is a device occasionally used by school boards to terminate employment of pregnant teachers who do not conform to community mores or who exercise free-expression rights.

In Hampton, Virginia, Carswell Smith is teaching this year for the first time since October 1967 when she was forced to resign during her fifth month of pregnancy from the Hampton school system. The board did not have a policy granting leaves of absence, and she was consistently denied employment in Hampton and nearby counties after the birth of her child.

As a practicing Jehovah's Witness, Mrs. Smith refused to participate in daily devotions or to salute the flag, but she did not discourge her students from these activities. The principal allegedly became distressed by Mrs. Smith's refusal to compromise her convictions. Although Mrs. Smith's teaching abilities had not been evaluated, the principal reportedly attempted to have her fired because of her religion. Subsequently, Mrs. Smith was placed in a permanent substitute position at a junior high school in Hampton until she had to resign because of pregnancy.

Her federal court suit charged school officials with violating her rights to freedom of religion, equal protection of the laws, and procedural due process. Last summer, in an out-of-court settlement, the Hampton Schools reinstated Mrs. Smith.

Tenure provisions are not always applied equally to men and women. Five black women in Alabama—Julia C. Ford, Mary Ellen Calhoun, Mattie S. Coleman, Della B. Gooden, and Sallie A. Swain—have filed a class action suit against the state education superintendent and their four respective school systems. Although all of these women had continuing service status, they were required to terminate employment at about the fifth month of pregnancy. In effect, they were forced to resign and thus lost their job status.

These women allege that failure and refusal of the boards to grant maternity leaves is sex discrimination. Leaves are granted for advanced study and military service. Their suit claims that the lack of an equitable maternity leave policy is a denial of equal protection of the law, the right to privacy because it interferes with the right to have children, and the right to religious freedom in those cases where a woman's religion proscribes abortions or use of contraceptives.

It has become apparent as school budgets are decreased (or as dual school systems are merged in the South) that forced resignations of pregnant teachers enable school boards to reduce their faculties without adherence to appropriate procedures.

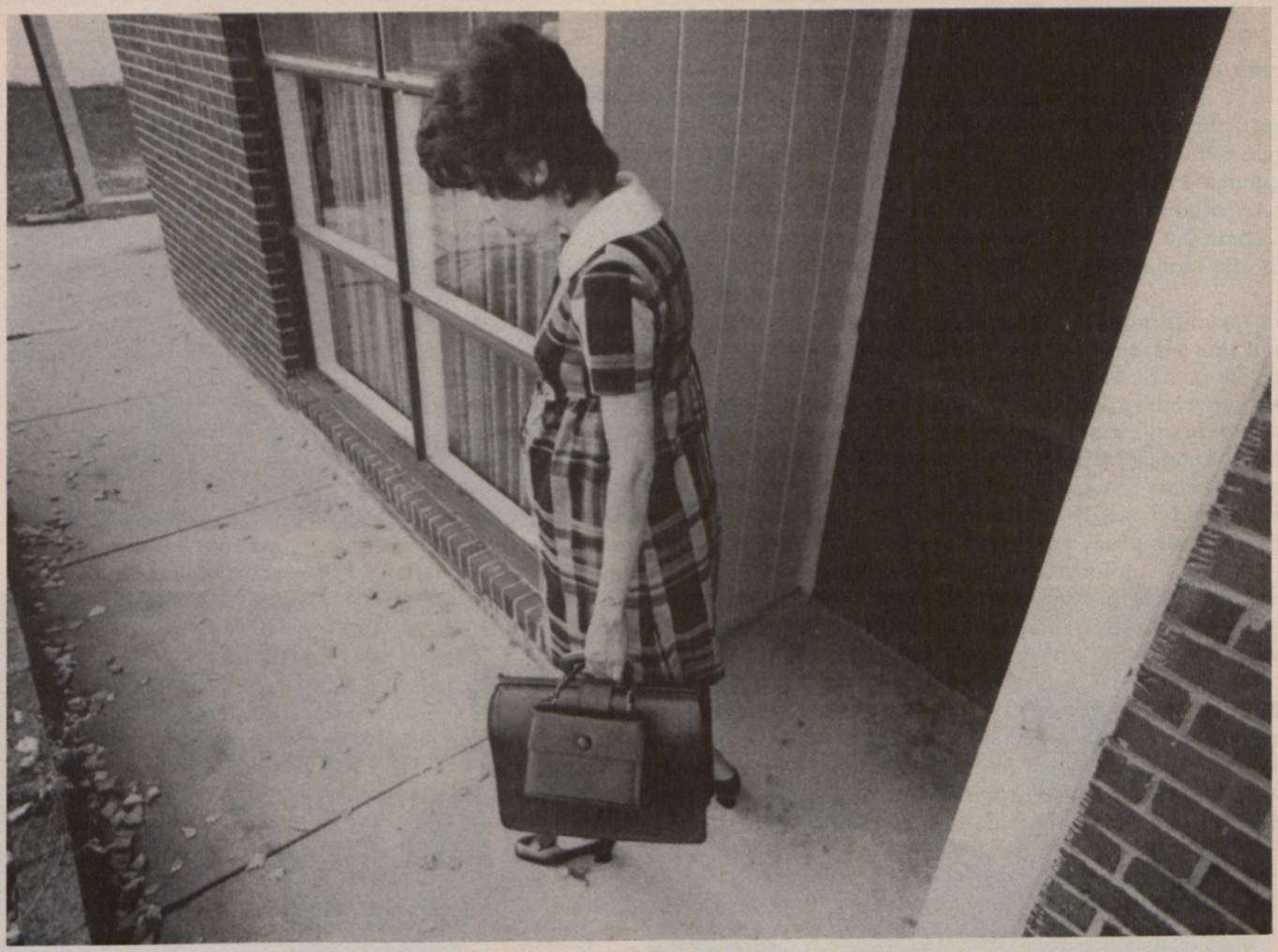
In the state of Washington, where declining school enrollments reflect economic problems, Barbara Truax's job rights were threatened when she became pregnant. With the consent of her doctor and principal, she was given special permission to continue working through the end of the school year. Board policy, however, classified teachers as being on maternity leave after the sixth month even if an individual obtained permission to remain in the classroom. This meant that although Mrs. Truax was teaching, she was denied job security rights and would only be given preference for vacancies for the following year.

Mrs. Truax obtained a judgment in the state court last August. The judge said that she had been denied rehiring without adherence to statutory dismissal procedures and that the board's policy denies pregnant women equal protection of the laws because it differentiates pregnancies from other disabilities.

In Virginia, the Arlington Education Association negotiated a master agreement which included a guarantee of reemployment if maternity leave was granted. Such leave was not automatic, however. Furthermore, an arbitrator, interpreting the agreement, said that when a reduction in force was necessary, the fact that a teacher was on maternity leave could not be considered in determining if she would be retained.

Pregnant women outside of the teaching profession have successfully challenged similar arbitrary treatment. In one such case, a federal court ruled in favor of a Texas labor market analyst employed by a state agency who claimed that the "seventh-month" policy was "based on a patent feminine characteristic—female biology" and the impact of the policy is "totally on women." In Massachusetts, federal court action enabled an 18-year-old unmarried student to return to her regular school program.

Guidelines of the Equal Employment Opportunity Commission (EEOC) state that the principle of nondiscrimination requires that individuals be considered on individual capacities and not on the basis of any



characteristics generally attributed to the group. EEOC, which administers the employment provisions of the Civil Rights Act of 1964, has said that pregnant workers are generally entitled to maternity leave with the right to reinstatement in the same or in a similar position and salary with no loss of employment benefits. Public school educators are not so protected.

Women teachers are helping set legal precedents for women's rights as they challenge policies which discriminate against them on the basis of their sex. The NEA DuShane Emergency Fund, in accordance with NEA Resolution C-3, which calls for equality of opportunity and the removal of employment practices which discriminate against women, is assisting several of the women cited in this article to have their day in court. In some instances local and state affiliates have requested DuShane Fund support; in others, women's rights, civil liberties, and civil rights groups have alerted the Fund to specific violations of women's rights which have come to their attention.

Lawsuits filed on behalf of women teachers are asking the courts to guarantee them their Fourteenth Amendment rights (equal protection of the laws) in situations involving forced maternity leave, loss of retirement and salary benefits, endangered tenure and seniority rights, and inequitable policies relating to reemployment after childbirth.

Change is needed not only in maternity situations but also in more general women's rights concerns related to women's work identity and employment rights. These include initial hiring and promotion rates; unequal pay; marital status in relation to tenure and hiring practices; open admission; fair consideration for scholarships and grants; elimination of sex-segregated subjects and classes; identification of sex stereotypes in mass media and textbooks; expanded day care centers; and nondiscriminatory vocational placement programs. Such reform can be sought through administrative remedies in local, state, and national government agencies; court litigation; and innovative local programs.

Efforts on behalf of women might include lobbying on a national level to assure passage of an Equal Rights for Women Amendment and to include coverage of teachers and administrators in public educational institutions in the 1964 civil rights legislation. The present Title VII, which makes it illegal for an employer to fail or refuse to hire or to discharge any individual or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual's race, color, religion, sex, or national origin, should be expanded to cover discrimination on the basis of marital status. □

—NEA DuShane Emergency Fund Division.

Right: Dr. Lambert does a lively turn with a kindergartner who invited him to dance (photo by Don Morrison). Below: President Morrison (right) and Dr. Lambert (fourth from left) met with many educators during their 8,000-mile trip within the Soviet Union.

FROM MOSCOW TO IRK

Several weeks ago NEA President Donald Morrison and Executive Secretary Sam Lambert, along with their wives, spent nearly two weeks in the Soviet Union at the invitation of the Educational and Scientific Workers Union, the only organization for all teachers in the U.S.S.R. Shortly after their return, President Morrison and Executive Secretary Lambert discussed their visit in an informal interview with Today's Education. *The conversation began when we asked them to tell us about their itinerary. (The map on page 39 will be helpful in following their route.)*

Morrison: We arrived in Moscow on the evening of September 16. After a three-day visit in the capital city, we flew east to Omsk and then on to Irkutsk—a city near the Mongolian Republic border.

Lambert: A very long journey. Everyone knows the Soviet Union is the largest country on earth, but the distances are truly impressive. There's an old Russian saying which goes, "Russia is not a country but a world." I can believe it! For example, the Soviet Union is located in eleven different time zones.

Morrison: From Irkutsk we traveled northwest for about 300 miles to Bratsk.

Lambert: The second largest power plant in the world is located there.

Morrison: The power station really created that community. Fifteen years ago there was nothing there but a few small settlements. Sixty thousand workers constructed the station, and they also built other industries in the whole complex.

Bratsk has a vocational school with 1,200 students—it's coeducational, by the way, The school prepares students to be skilled workmen, such as plumbers, electricians, carpenters. When they graduate, the students are ready to work without the apprenticeship system we know.

We also visited nursery and prekindergarten schools there. An early childhood program included children two to six years of age. There were 100 children in the program cared for by 50 adults—including teachers, the nurse, custodian, and other personnel. Then after brief stops in Novosibirsk and Alma-Ata, we arrived in Tashkent, not too far from the Afghanistan border. This city is the capital of the Uzbek Republic. There are many ethnic groups in that area— Tartars, Uzbeks, and a mixture of European Russians. It would offer an interesting study for anthropologists.

Lambert: We visited with the minister of education of the Uzbek Republic while we were there. We also visited a school conducted in the Uzbek language, toured the Lenin Gallery and Museum, and enjoyed a ballet performance. Then on September 23 we made a one-day visit to nearby Samarkand, the ancient city of Tamerlane.

Morrison: A bright young history major showed us around Samarkand, one of the most colorful and historic cities in the world. Many centuries of architecture can be seen in the city, and we enjoyed seeing the different peoples—their customs and colorful dress.

On the 24th we left Tashkent for a five-hour flight back to Moscow. Mrs. Tamara Petrovna Yanúshkovskáya, chairman of the praesidium of the Educational and Scientific Workers Union, met us at the airport and we had dinner with her that evening.

We spent the 25th sightseeing in Moscow—the Kremlin, Red Square, the Bolshoi theater, the domed churches, and the wide boulevards. At midnight we boarded a train for Leningrad.

Lambert: Leningrad is a beautiful city with 100 islands—the second largest city in Russia, by the way. One of the highlights was our visit to the Summer Palace, with its system of fountains, at nearby Peterhof. The guides say that the complex of palaces there could accommodate more than 6,000 people.

Morrison: Today the main palace is a museum.

Lambert: It's impossible to describe its magnificence.

Morrison: The next day we returned to Moscow, did some more sightseeing, and left for home on the 29th.

One can't help but be impressed by geography when visiting the Soviet Union—and traveling 3,000 miles to reach Irkutsk, and that's only half way across Siberia. The Soviet Union is a huge country with many different ethnic and national groups living within it. Actually, one must regard it as a collection of countries. I see now why, next to the collectivization of the land, the major problem for the Soviet leaders was the whole matter of national groups.

Tell us about your visit to Moscow. Let's start with the people. What were your impressions of them?

UTSK TO LENINGRAD

Lambert: One thing both Don and I noticed was that every time we walked down the street, the Russian women turned to look at the coats our wives were wearing. Russian women wear their coats short and when they saw our wives in black midi coats, they would turn to take another look. The Russian dresses are short, too—perhaps not as short as some you see here, but they're above the knees.

Morrison: Our guide pointed out the fashion center in Moscow, where a panel of judges determines such things as whether skirts will be shortened or lengthened. Once the panel comes up with a decision, its members ask for reactions from various trade union groups.

People were well-dressed. Even in the rural areas we didn't see people who looked poor.

Lambert: We didn't see any high fashion, though.

Morrison: Except at the ballet at the Palace of Congresses in Moscow, Sam.

Lambert: Right. But, I believe some of them were tourists.

Morrison: I suppose so. But I was impressed with the way people attending the ballet were dressed. By contrast, when you go to museums or art galleries you see people who look as if they had just stepped off the farm for the afternoon. Some of them even have their produce with them as they go through the galleries appreciating the art. The Lenin philosophy was that art should be an extension of the revolution. This is why, I think, the Russians have done a remarkable job in making people feel that they can appreciate art regardless of how little education they've had or what job they have.

Did you have a chance to visit a Russian home?

Morrison: Yes, we visited in the home of an elementary school principal—that was in Leningrad.

Lambert: And might I say I never participated in such a feast in my life, starting with an entire roast pig as the first course.

Morrison: The principal and his wife and daughter live in a four-room apartment.

Lambert: That's a little more space than three persons would ordinarily have perhaps.

Morrison: Yes, because he is a principal, and apartments are assigned according to one's position.

What were your impressions of education in the Soviet Union?

Morrison: There are some similarities about schools everywhere despite the variations in language, local customs, in courses such as literature, music, and vocational activities.

Lambert: The programs for the schools are quite uniform—there's little flexibility. All students in any one grade study the same subjects at about the same time in accordance with a national curriculum.

Morrison: Education is planned in detail—from the curriculum to teaching methods. Some details are delegated to local bodies, but the schools are closely supervised by the ministries of education of the republics and by the national ministry. A great degree of centralized control is apparently felt to be necessary in order for education to serve the political and social aims of the Communist Party.

Lambert: To change the subject for a moment, Don, we had the chance to see the teachers' union headquarters in Leningrad. It was by far the most interesting trade union building we saw.

Morrison: I believe that it was formerly a palace belonging to a count.

Lambert: And it is really a museum in itself—complete with a small theater that has gilded walls. You would have to see the building to appreciate its beauty. It contains a lot of valuable original art and three libraries with more than 150,000 volumes.

Morrison: Our first day in Moscow we spent with the officers of the Educational and Scientific Workers Union. We visited the Moscow State University and were told that the students there—especially those in the upper division—are all members of the Union. The faculty has tremendous power because its members make all the decisions about the program. It has an annual budget of $2.5 million. Incidentally, all the professors at the university have to stand for reelection every five years. That's true of every university in Russia. And the students are represented.

Have the Soviets made education a top priority?

Morrison: They have made a big commitment to education. Teachers are held in high esteem, and they are supported at all levels—politically and socially. The Soviets decided years ago that education is an important road to advancement. And, of course, this great, nationwide commitment to education has enhanced the role of teachers and brought them prestige. Lenin once said, "Without teaching there is no knowledge, and without knowledge there is no communism." Education in the Soviet Union is a political tool.

What type of school impressed you most as you traveled around the country?

Lambert: I was most impressed by their kindergarten and preschool programs, which have excellent staffing and down-to-earth programming. I saw some outstanding work done with young children, who were happy, busy, and doing everything under the sun.

One small group of four-year-olds were doing a dance. A little girl came up and invited me to join them—and her invitation was in English. So, I got out in the middle of the circle and danced with her.

Morrison: The Uzbek school in Tashkent impressed me very much. The children are taught that they are the hosts of their schools. When an adult walks in, each child feels a responsibility to greet that person. I was impressed with the openness of the students. When you walk down the hall, all the students greet you and speak to you.

Lambert: Discipline in the schools was excellent. I didn't see any misbehavior in the secondary schools or anywhere else, did you, Don?

Morrison: No, and I don't think the children—even those aged two to six—were cowed or overwhelmed by our being there.

Lambert: No, they weren't. By the way, we didn't see any hippie dress or long hair anywhere in the schools.

Did you visit any schools where instruction was given in languages other than Russian?

Morrison: In Tashkent we visited a comprehensive school for children ranging in age from 7 to 15 or 16. All instruction was in Uzbek.

You see, each of the 15 Soviet republics has its own language. Some are similar to Russian, but some are very different. Although the Russian language is widely spoken and taught—it is the official language—still it is the mother tongue of only about half of the people in the nation. The Soviet constitution guarantees instruction in the native language of their republic.

Lambert: The Uzbek Republic also teaches Russian, but each republic decides whether it wants Russian taught as a second language. I'd like to emphasize the idea that each of the republics may teach in the majority language of that republic or in the language of a minority in that particular republic if it chooses to do so.

Did you actually observe anything that might be called an innovative practice—anything that was really different—either in schools or teacher-training institutions?

Morrison: Not really, so far as the schools are concerned. There seemed to be little interaction between teachers and students, and all the classes were structured around the lecture.

Lambert: We didn't see much evidence of audio-visual techniques or any of the other modern machinery of education, either. I have a feeling they are behind us in this regard.

Morrison: We visited a teacher-training institution in Leningrad and one in Tashkent which had a special room for cadet teachers. The room was so constructed that the chairs were elevated to produce a theater-like atmosphere, which seemed excellent for discussions and demonstration lessons.

Also, we learned that a practice teacher works with his methods professor, psychology professor, and subject matter professors for a total of about 50 hours in the school where he is teaching. In our country, I'd guess, on the average, one professor from the campus visits a practice teacher for a half hour or an hour a week.

Lambert: The teacher in training actually goes on the job twice—for periods of two months each—first during the third year and then in the fifth year.

Morrison: He also has to spend a summer working with students. I've noticed that quite a few of our own institutions are doing that 10-week stint—prior to actual student teaching.

Lambert: Yes. I believe it was in Leningrad where one of us pointed out that teachers in the United States have been a little unhappy with teacher education programs. And I asked if they had any problems of this kind. The first three speakers didn't seem to know what I was talking about, or at least they didn't admit anything was wrong, but the fourth one said, "Now don't get the wrong idea. Everything isn't perfect here." Well, you could see the students' faces light up. I have a feeling they have similar problems because you could almost read the faces of those graduate students.

Did you note any racial discrimination in the schools?

Morrison: They seem to have done a good job in

respecting the language and culture of many ethnic groups. For example, textbooks are written in the languages of various groups.

How do teachers' salaries in Russia compare with those in our own country?

Lambert: It's almost meaningless to compare Soviet and American salaries because many of the items Americans pay for out of their salaries are subsidized in the Soviet Union. For instance, teachers there get free medical and dental services.

Morrison: Yes, and teachers in Russia pay a relatively low percentage of their salaries for housing. The position a teacher holds determines what he will pay for rent as well as the quality of housing he will get.

Lambert: Also, prices of transportation, food, and clothing are controlled. This makes it possible to put necessities within the reach of ordinary people.

What are your overall impressions of the quality of life in Russia?

Lambert: I was impressed with the fact that their system of distributing goods and services seems to be working, and that the Soviets do seem to have eliminated extreme poverty. I have no way of knowing how happy the typical Russian citizen is.

One has to remember that before 1917 there was no universal school system and probably 80 percent of the Russian people were illiterate.

Morrison: Uzbekistan is a good example of what you're talking about, Sam. This is an area where 98 percent of the people used to be illiterate. Now there are virtually no illiterates.

Lambert: Yes, much of the progress in the Soviet Union has taken place since World War II. They established a set of priorities and made them work. One priority is housing—they've built a lot of apartments. But after three years, the buildings look shabby because they don't keep them up. They've also put a high priority on food production and a very low priority on luxury items.

Would you be willing to place this trip against the background of NEA's international program—do you think the NEA is as internationally minded as it used to be?

Lambert: The NEA has good relationships with various teachers associations in other countries. And as far as officers and headquarters activities are concerned, we've had more contacts in the last few years than formerly.

Morrison: The Japanese Teachers Union is a good friend of ours. We have good contacts in Latin American countries and in African countries—Nigeria, Ghana, Ethiopia, and Kenya. An NEA representative was in Ethiopia recently and was the principal speaker at the Ethiopian teachers association. But we don't do what the Russians are doing—bringing in a whole group.

Lambert: I have a feeling that there is almost a constant flow of visitors to the Soviet Union. They encourage it.

We Americans have a habit of equating people with their government. If we don't like the government, we may say bad things about the people. Do you think the Russians separate Americans from U.S. governmental policies?

Lambert: My impression of the person-to-person type relationship between Russians and Americans is good. I never had the feeling that anybody disliked me—there was none of that. If there's any trouble, it's between systems, not between individuals.

Morrison: The development of understanding and appreciation of other peoples and other cultures is an absolute necessity. We must do all we can to provide a world of peace for future generations. □

NEA Special Services

Life Insurance

□ Did you ever wonder which NEA life insurance plan is best for you? If not, perhaps now that the question has been raised, you would like an answer to it.

Arnold W. Wolpert, director of the NEA Special Services Division, discussed this question in a recent interview: "The Special Services Committee and Division spend a considerable amount of time analyzing and evaluating each program sponsored by the Division. This past year, however, an in-depth study was made of the Life Insurance Program. While working on it, we became even more aware of its unique features.

"During this evaluation, our staff carefully noted what kinds of questions members asked about the Life Insurance Program when they called or wrote to us or stopped at the Division booth during conventions.

"It occurred to us," Dr. Wolpert continued, "that one of the best things we could do would be to share with members all the reasons NEA's Life Insurance is considered a leader in the insurance industry and to develop a quiz to assist members in finding out which plan is best for them."

During early November, a mailing was sent to NEA members on the Life Insurance Program. It consisted of the following two parts:

- Answers to the question, Life insurance, Yes, but why NEA Life Insurance? Answers include the following:

1. The cost in relation to the benefits received is among the lowest for lifetime, all-family, term life insurance.
2. Benefits have been improved on 10 separate occasions, and another improvement in Plan C is in process.

- Eleven multiple-choice items to help you find out the best plan for you. Following are some of the items:

1. I have (a) no, (b) one or two, (c) three, (d) four or more, dependents.
2. I (a) own my own home, (b) rent a home, (c) rent an apartment, (d) live with friends or relatives.

If you did not receive this special mailing on the Program, contact: NEA Special Services Division, 1156 15th St., N.W., Washington, DC 20005. □

VD

ANDRÉ BLANZACO, M.D., *director, the Greater Philadelphia Alliance for the Eradication of Venereal Disease.*

□ **Gonorrhea and syphilis are on the increase in the** United States, and markedly so among school age children and young adults. Here are some facts about these communicable venereal diseases that young people should know:

1. Gonorrhea and syphilis are two different diseases, caused by two different germs, and a person can have both of them at the same time.

2. Most cases of gonorrhea and syphilis are passed from the body of one person to the body of another person during sexual intercourse. (However, syphilis is known to have spread from infectious persons during other kinds of skin-to-skin contacts, such as kissing or petting. Gonorrhea, too, is occasionally contracted in other ways.)

3. Gonorrhea must enter through the mucous membranes of a body opening, but syphilis is able to enter almost anywhere—through any mucous membranes or any opening in the outer skin surface, for example.

4. Proper medicine, administered by a doctor, is the only cure for these diseases.

5. There is no vaccine or other immunizing agent that can prevent anyone from getting either disease.

6. A person can catch either gonorrhea or syphilis again and again.

What is gonorrhea?

Gonorrhea is an infection caused by the gonococcus germ. In males, the germ usually attacks the mucous membrane that lines the urethra. From three to eight days after the germ strikes, a thick whitish pus generally begins to drip slowly from the urethra, whose lining by this time is raw and sore, so that the infected individual has a severe burning sensation every time he urinates. If gonorrhea goes untreated in the male, it may make him sterile by blocking his seminal duct with scar tissue.

The female may not even suspect she has gonorrhea until the disease has done serious damage. In her, the gonococcus usually attacks the mucous membrane of the cervix. She can have the infection for a long time without feeling any pain. If she is not treated in time, the disease may spread to her fallopian tubes and cause sterility. The pregnant female who has the infection at the time she gives birth to a child endangers the child's eyes. Contact with gonorrhea germs during the process of being born can cause blindness in newborn infants unless special drops are put into their eyes.

Sometimes the gonococci get into the bloodstream and are carried to other parts of the body in both males and females. The germs may invade the joints, causing great pain and swelling and resulting in what is called "gonorrheal arthritis," an illness that can produce severe crippling.

What is syphilis?

Syphilis is a disease caused by a corkscrew-shaped spirochete that, as soon as it "breaks into" the body, begins to multiply and go into the body's lymph and circulatory systems. The first sign of syphilis may be a small, usually painless, sore (chancre), which often shows up sometime between 10 and 90 days after the spirochetes first enter the body. The next outward signs of syphilis may not show up until six weeks later, possibly as long as six months later, and maybe never at all.

In its early stages, syphilis is often hidden, painless, and difficult to detect. When symptoms do show up, they may be different in different people. Syphilis has been called "the great imitator" because it can imitate almost any other disease. The sign seen most often is a rash. About this time, hair *may* begin to fall out; there *may* be a sore throat; ugly sores *may* appear at any of the moist spots on the body. Any of these signs may come and go for about two years, and a person infected with syphilis can pass it on to other people during that period of time.

Rashes and other visible signs that may come along for a year or two will disappear, even without treatment, but the individual should not be deceived into thinking he is cured. The spirochetes may be in hiding and give no sign that they are there. They may become active at any time, and when they do, the real damage from syphilis begins. One of the essential organs—the heart, brain, or spinal cord—may become damaged beyond repair. Then heart failure, crippling, blindness, insanity, paralysis, or death may occur.

It is important to impress young people with this fact: If they suspect they might have contracted a venereal disease, they should go at once to a doctor or a clinic. If a child is afraid to confide in his parents, he might go directly to a VD clinic. If he lacks money, he will find that most health departments provide free diagnosis and treatment. In any case, treatment by a doctor is essential.

It is also essential that the patient cooperate fully with the doctor and health authorities so that those he may have infected can be followed up confidentially and treated if need be. □

Dr. Blanzaco wrote about this subject at greater length in *VD: Facts You Should Know.* Lothrop, Lee & Shepard Company. New York.

How To Kill Individuality: Two Viewpoints

□ **The classroom is a world in which events occur in** rapid succession. As a teacher seeks to cope with the myriad of details involved in a day's teaching, pressures can mount, and he may focus primarily on the tasks, not the children. The teacher may forget that his responses to his pupils strongly influence their feelings and attitudes. The episodes that follow are provided as reminders.

Recognition (Nursery School)

Scotty: (quietly delighting in his reflection in an ornament on the Christmas tree) Hi, Me.

Mrs. Scrooge: Scotty, go on to the office and look for your glove in Lost and Found.

Rabbits (Grade One)

Teacher: (to herself) It's nearly Easter, so that means the rabbit business again. Guess we might as well get it started today.

(Teacher gives usual bunny buildup, and 31 potential bunny makers get busy with their assignment. Teacher visits among the pupils and finally pauses beside the desk of Denny, who has hardly started with his project.)

Here, Denny, let me help you with your bunny. First you draw the head like this. Then you put two big ears on top like this. Now you put some whiskers on the mouth. Now the feet. And then the tail. There. Isn't that a fine bunny?

Now maybe you'd like to cut it out.

Denny: (to himself) No I *wouldn't* like to cut it out. It isn't *my* rabbit.

(Denny cuts out the bunny and presents it to the teacher for judgment.)

Teacher: That looks fine, Denny.

Denny: (to his "production") You're not *my* rabbit!

Sanitation (Grade Three)

Adam: (to teacher with animation upon entering the room at the beginning of the school day) Mrs. Lymm, you'll never guess what happened at our house last night! You know my dog that's got fat? Well, she—

Mrs. Lymm: Adam, blow your nose. It's running all over.

A Hole (Grade Four)

Mrs. Playground Patrol: (to the diggers) Boys, why are you digging that hole? Cover it back up before somebody comes along and falls in and breaks a leg. You'd feel pretty sorry if that happened, wouldn't you?

(Diggers cover up hole.)

A Winner (Grade Five)

Mrs. Analysis: Children, today we will work with just three things—colors, water, and paper. Everyone will create his own design.

Take your paper and sprinkle water on it like this. Then, dip your brush into the paint and let a drip or two fall on your wet paper. Now, see how the color runs to make an interesting design? That's water magic.

After your painting is dry, see if you can give it a name. Have fun and try not to spill paint all over yourselves or the floor.

(Mrs. Analysis walks about the room, commenting on her pupils' work. Presently she pauses beside John's creation and says to herself) Ye gads, what mad colors! Black, purple, and that one greenish-yellow splotch. I've wondered about you before, John.

(Mrs. Analysis continues on without comment but later returns and says to herself) Well, forever more. Look at that! Pastels this time—pink, blue, orange. Maybe I'd better ask him to explain.

(To John) You used all those dark colors the first time. Now you're using lighter ones. What made you use such different combinations?

John: Oh, well, on the first design I had to use black because Sue spilled some all over my paper. Then, Gail wouldn't let me have yellow so I had to take the purple left over at the sink. The green's mine.

I used pink and blue on the second one because I could reach 'em. Pete had 'em right there. And Nathan had too much orange in the lid, and it was about to spill, so I helped him use it up.

Mrs. Analysis: Oh.

What children say and what they do are important to them. When the teacher responds in such a way that children know their contributions are of value, he is creating an atmosphere in which learners can thrive. Acceptance is a form of reinforcement that says to the child: "What you say and do is important. Therefore, *you* are important."

—**Margaret Greer,** *assistant professor, College of Education, University of New Mexico, Albuquerque.*

□ **Recently, a first grader asked his teacher why** there was a fuss about trying to put Humpty Dumpty together again. The teacher exclaimed, "Well, we can't have poor Humpty on the ground in pieces when he should be on the wall where he belongs." She went on to ask, "And by the way, Billy, where do you belong?"

It appears as though the primary purpose of the elementary school is to mold young children to fit various cultural roles dictated by society. Educators in the elementary schools emphasize conventional, middle-class values and behavior. They "grant" implicit and explicit rewards to children and place constraints on them in order to induce them to trade in their individuality for a socially acceptable role, and, thereby, like Humpty, stay in one predictable piece.

During the course of a one-day visit to a typical elementary school, we heard teachers make many statements that demonstrate how elementary schools can

manipulate children and mold their behavior so that it becomes predictable and culturally acceptable. The following are some examples:

"Big boys don't cry."
"I don't want to see anyone sitting idle."
"It's time to go to the lavatory."
"Dolls are for girls."
"John, your hair is too long."
"Good workers always sit tall."
"You should all be finished by the bell."
"Don't touch anyone else."
"Always be nice to David; he's hard of hearing."
"Don't work ahead."
"Don't color outside of the lines."
"Smile and we'll know you're happy."
"If you work slowly, you won't make mistakes."

To induce children to comply with the above, we heard:

"If you're naughty, no one will like you."
"Good students make good leaders."
"Why can't you behave like a good little girl?"
"Your records will go with you to the other school."
"Perhaps you should talk with the principal."
"Do you want your parents to know?"
"Remember, report cards are coming out soon."

Teachers could unquestionably add to this collection. So could administrators, who use an equally convincing collection of statements in their efforts to socialize teacher behavior.

Although teachers and principals frequently talk about programs that foster individuality and promote human development, one is hard-pressed to find the empirical evidence.

—**Michael Langenbach,** *assistant professor of education, and* **Thomas W. Wiggins,** *associate professor of education and human relations, University of Oklahoma, Norman. Dr. Langenbach and Dr. Wiggins have taught in elementary school.*

Good-bye, Mr. Chips

Collective Bargaining on the College Campus

□ **Late this August, just as classes were to resume,** a group of teachers voted to accept a new collective bargaining agreement providing for increases in salary and fringe benefits along with a greater say in the conduct of their profession.

A pretty familiar story? No, because this faculty teaches on the sprawling 26-campus State University of New York (SUNY), the institution of higher education with the largest enrollment in the nation.

SUNY is only one of many four-year institutions that have entered into collective bargaining within the past year. Campus by campus, a trend has developed that indicates college faculties are taking the same steps toward bargaining that their K-12 counterparts did during the 1960's—and for much the same reasons.

NEA has been a leader in this development, thus far outstripping the American Association of University Professors (which is still reluctant to engage in bargaining) and the American Federation of Teachers, AFL-CIO. NEA represents over 35,000 college faculty members in more than 80 collective bargaining agreements; AFT, 11,000 faculty members in 41 agreements; and AAUP, about 3,000 on seven campuses. Faculty on another dozen campuses have chosen independent, local groups as bargaining agents.

"Some independent observers agree," reports *The Chronicle of Higher Education*, "that the NEA . . . is on the verge of becoming one of the more powerful voices for faculty members."

Such a statement is remarkable considering that NEA only recently began to organize actively in higher education while the AAUP and the AFT have been active much longer in this field.

In just a few years, many faculties of higher education have sought bargaining representation by NEA affiliates. These include faculties at the State University of New York, the 19-campus City University of New York, Central Michigan University, and the state college system of New Jersey, as well as faculties in scores of community colleges. Still other institutions of higher education in Pennsylvania, Rhode Island, Delaware, Michigan, and Hawaii are seeking NEA representation.

Why have college faculties, generally considered a privileged caste, broken sharply with tradition and followed the example of teachers in elementary and secondary schools?

Essentially, the answer has to do with the changing nature of higher education and the vastly different role it is being called upon to perform.

Colleges and universities were once primarily finishing schools for the children of America's elite, and the system of higher education required a relatively small number of faculty and a relatively small amount of capital. Consequently, it was quite possible for college and university faculty to enjoy a privileged position vis-à-vis elementary and secondary school teachers and, before World War II, a nearly competitive position vis-à-vis other professionals, such as physicians and lawyers.

Yet, beginning with World War II, America's need for a much larger corps of highly trained personnel led to the GI Bill and a rapid expansion of public and private higher education. Rather than merely serving the needs of an elite, higher education began to assume a mass, democratic character.

This vastly different role necessarily brought about enormous changes in higher education, transformations which were seldom really recognized by faculty members until the changes had become so vast as to defy indifference.

Today, there are more than 700,000 faculty members in higher education compared with more than 2 million teachers in the K-12 sector.

The relative degeneration in conditions of life for higher education faculty began during World War II. In 1929, salaries of professors at large state universities (keep in mind that these figures refer only to individuals with the rank of professor) were about 80 percent of the income of physicians and lawyers, and in a few depression years, these professors had actually earned more than their medical and legal counterparts. But during the war, earnings of many other professionals began a steep ascent. By the late forties, lawyers' incomes were about 40 percent higher than the salaries of these same professors, and physicians, 100 percent higher.

When the Kennedy and Johnson administrations began pumping money into higher education, faculty salaries appeared to be getting out of the doldrums. It is true that the purchasing power of higher education faculty increased. But by the late sixties, the rate of increase was declining, and in 1969-70, what appeared in absolute terms to be a reasonable salary increase in fact brought higher education faculty *less* purchasing power than they had had the previous year.

Several factors were responsible for the burst of

the bubble that introduced hard times and even unemployment lines to the campus scene. First, federal funds were siphoned away from education to the Vietnam War.

Second, the rise of destructive campus protests caused federal and state legislators to be less generous in funding higher education. Eager to find scapegoats for the cause of campus unrest, many officials chose the faculty as the logical (and mostly defenseless) target. Some critics claimed "radical" faculty were implanting thoughts of mayhem in the minds of innocent students—an interesting, but unsubstantiated notion.

As a result, political firings of faculty now amount to over 1,000 a year. (These are political in the sense that the reason for dismissal is not related to teaching competence.)

Faculty have also been under heavy fire from students who blame them for "irrelevant" curriculums, too much emphasis on research or publishing rather than teaching, and the students' feelings of *angst* within a mass system.

Faculty are beginning to lose what little gains they made during the favorable years of the early sixties. There is a noticeable decline in the rate of increase in faculty salaries (indeed, many have received no increases since 1969), and there are severe shortages of jobs for college teachers as no new positions are funded and empty positions are frozen. As in the K-12 sector, higher education has a so-called "teacher surplus." And, as in the K-12 section, the description is fraudulent.

Higher education, therefore, is no longer the fair-haired boy. It is under unprecedented fiscal pressures, with attacks on salaries, sabbaticals, and even tenure. Tenure is under attack in higher education for much the same reason as in the K-12 sector. Tenure, critics say, has become a cloak behind which incompetent teachers may hide. This concern may go further than a genuine search for educational excellence: For example, it may involve thoughts of the fiscal advantages of employing new faculty at lower salaries instead of keeping faculty whose years of service have placed them near the top of incremental salary scales.

This picture is not likely to improve in the near future. A recent study by the Carnegie Commission on Higher Education indicates that most of America's institutions of higher education are in severe economic trouble—with private higher education in the greatest danger.

The logical action for college faculties, therefore, is to defend themselves, and it is this movement toward self-defense that has awakened greater interest in collective bargaining.

While many faculty members seek to preserve a rapidly deteriorating position through collective bargaining, many others hope that bargaining may become a liberating force in faculty attempts for a greater role in academic governance. So far NEA, which has not limited itself to the traditional, trade-union, bread-and-butter approach to bargaining, has negotiated many contracts in higher education containing items relating to the improvement of instruction and the promotion of professional growth.

This is one reason why higher education faculty have sought NEA and its affiliates as their bargaining agents. The other reasons are well known to NEA members in the K-12 sector who chose NEA for its vast resources, its political and economic bargaining strength, and its long tradition of concern for educators.

The AAUP, although a prestigious organization, has lost much of its credibility as an active defender of faculties' professional and economic interests. Myron Lieberman, writing in the October *Harper's*, calls AAUP's claims to qualified leadership "pompous nonsense to many faculties."

The AFT, while attracting many faculty members who admire its militancy, finds its ties to the traditional trade-union movement a hindrance in organizing faculties not yet ready to cast their lot with the toiling masses of the AFL-CIO. AFT's limited resources also hinder its efforts to organize and serve higher education units. Complaining of a lack of service, two AFT units have switched to NEA within the past few years. Yet, AFT continues to devote a higher percentage of its budget than NEA to organizing higher education because college campuses remain the last educational frontier in which AFT can seek more members.

The AFT tends to grow, as NEA learned in the early sixties, when other existing organizations fail to do an effective job of meeting faculty needs. AAUP, too, may learn this lesson as both NEA and AFT cut sharply into its membership.

Higher education faculties who seek NEA representation have found that their most powerful allies are the Association members in the K-12 system. These NEA members have long sought greater organizational activity in higher education because of their commitment to a genuinely United Teaching Profession.

Pragmatically, these elementary and secondary school teachers know the wisdom of presenting a united front of educators before state legislatures and the U.S. Congress, who would otherwise exploit differences between the two groups in order to provide less money for each. The essential task of educators, these NEA members wisely reason, is to increase the aggregate amount spent on education, not to fight over crumbs.

NEA has responded to demands for increased higher education activity by establishing the Division of Higher Education, whose staff is devoted to organizing college faculties and making available to them the services and resources of NEA.

If the current revolution in higher education bears any similarity to the revolution that swept the K-12 sector during the sixties, that similarity is more than coincidental. The future portends that even greater numbers of faculties will pick up the cudgels of collective bargaining. And who knows, their rallying cry may yet become "Good-bye, Mr. Chips."

—NEA Division of Higher Education.

WHAT'S THE SCORE ON: PRESSURES ON STUDENTS

□ **Pressures on students across the** nation are both severe and damaging. School-related pressures began to build in the late 50's and early 60's and have not diminished, although the causes may have shifted to some extent. Conflicts between students and school authorities over dress and grooming and disagreements about "student rights" have increased, while anxieties about getting into college may have diminished slightly as two-year community colleges have been established and public universities expanded.

I have reached this conclusion after correspondence with educational leaders and discussions with students in my graduate classes—most of whom are teachers and some of whom have children of their own. I also visited a drug rehabilitation center where I talked with high school students and others. All these discussions point to the fact that today's young people are under tremendous pressure.

While school officials and teachers acknowledge that this may be true, they frequently assert that most of the pressure is generated elsewhere than at school.

There is much justice in what they say. Ours is an anxious society: Old values are questioned, new ones are not clearly defined. Change is rapid, bewildering, and seemingly beyond control or decision by the individual. Many problems, such as crime, inflation, and racial strife, gnaw at the foundations of confidence. Children reflect the uncertainties and insecurities of adult society.

Granting all this, the schools themselves are, in many instances, the source and cause of some undesirable pressures. Instead of aiming to clarify experience, develop self-understanding, promote inquiry, value diversity, offer assurance, and encourage growth of students as persons, too many schools compound pressures by maintaining outworn practices and concepts poorly adapted to the present or future.

Many children and adolescents have no significant relationship with or meaningful assignments in today's adult society. Schools have become like warehouses in which all children and young adults are held outside the real world until they are old enough to go on to further schooling, work, or into the armed forces. Inside, they live in an artificial world.

It seems to me that schools perceive students primarily as objects to be sorted, categorized, labeled, and moved along a production line—much as materials are processed in industries. The language is the same. We speak of graduates as products. Teachers refer to students as "poor material," "college material," and the like.

Moreover, we assess a student's value by whether he meets the expectations of the school and whether his success there adds to its prestige. Other people determine what purposes the student will serve—purposes he often only dimly perceives, if at all.

Heavy emphasis on marks, grades, and rank in class results in competition for grades as ends in themselves, prostituting learning and discovery, and generating anxiety.

In most communities, the good school is the quiet school, where students sit and listen, trying to remember what they have heard so as to repeat it on frequent examinations, which are often less a test of academic growth than a means of controlling behavior. Testing agencies impose their own brand of control, guarding the gates to further education and vocations, contributing to the fear-anxiety syndrome.

In many schools, moreover, getting into college and especially into the "right" college creates unbearable tensions, although the skyrocketing costs of attending Ivy League colleges are lessening parental ambitions in many instances.

Young people who manage to beat the system and succeed in it are often its sharpest critics. Those whom it defeats rebel, feel worthless, drop out, or grimly submit until they are released.

Here and there in schools around the country are stirrings of discontent—the encouraging signs of change. Students themselves, asking for meaning in their education, are agents for change.

A beginning toward humanizing schools is also apparent in some places. Running counter to this, however, are forces that move schools in the direction of more uniformity and inflexibility. (Two cases in point are the reliance on standardized achievement test results as almost the sole measure of accountability and what appears to be the greater use of tracking systems, initiated early in the school experience.) Whether undesirable pressures are eliminated, moderated, or increased will depend upon which influence prevails.

—Frederick M. Raubinger, *chairman, Department of Educational Administration and Supervision, University of Illinois, Urbana-Champaign. Dr. Raubinger was formerly state commissioner of education of New Jersey.*

This article was obtained with the help of the Association for Supervision and Curriculum Development, an NEA national affiliate.

This is one of a new series of articles presenting the "score" on various trends and programs.

CLASSROOM INCIDENT

This is another in a Journal *series presenting the handling of a troublesome classroom incident by a teacher and analyses by teachers or other consultants whose training and experience may enable them to contribute illuminating insights. This month, we also present a high school student's reaction to the incident.*

Never a dull moment. That's the way it's been ever since I first walked into the high school to face a new class as their substitute teacher. Although my students usually appear fairly orderly at first, I can sense the tension underneath the calm exterior, and I always anticipate the first crisis with anxiety.

The most serious problem I've encountered occurred the second day I was substituting for the tenth grade English teacher. Even now, many months later, I'm in a quandary as to how I should have handled the situation. Although I still substitute at the high school, I have made up my mind that I will never face that particular class again. Here's what happened.

In my last period class, a boy called Joe asked me if he could smoke in

class. I gave the standard reply and continued my lecture on idiomatic expressions.

About 15 minutes later, the boy interrupted again. "What will you do if I light up anyhow?" he asked. His sly grin and insolent manner made me shudder, but I decided to ignore his question. After giving him a reproachful glance, I continued my lecture.

Within a few minutes, I was interrupted again, this time with giggles and a few exclamations of surprise. The students seated close to my desk took one look and then watched expectantly to see what I'd do. But I decided to ignore the fact that Joe was smoking openly and defiantly and that he had a rather large cheering section egging him on.

I continued my lecture, though by this time it was difficult to go on. Fortunately, the bell rang within a few minutes and the class filed out. Some students wore expressions of disbelief and disgust; others were frankly amused.

I tried not to catch Joe's eye as he walked past me, but I sensed his utter contempt. I sat down, overcome by my failure to cope with him.

Then I saw the half-smoked cigarette snubbed out on Joe's desk. I picked up the damaging evidence, put it on a piece of paper, and headed for the office. When I got there, the secretary said that the principal was out of the building, so I told her what happened and left without knowing what, if anything, would be done.

I have faced other trying experiences since then but nothing comparable to that incident. Every time I think of that boy I burn with humiliation.

What should a substitute teacher do when he faces open defiance? How would a full-time, experienced teacher have handled this situation?

Consultants' Comments

While the substitute teacher was afraid of what might happen, I believe she used good judgment in ignoring the student who insolently persisted in smoking. After all, she was new and there is usually a bully ready to try the wits of a substitute teacher. Attempting to throw Joe out would have precipitated chaos. The decision to continue class instruction avoided a confrontation and at the same time permitted the class to continue.

The teacher was also right in gathering up the cigarette butt and carrying it to the office as evidence. From that point on, the smoking incident became a problem for the administration.

However, I do not think the teacher should have lost faith in the entire class because of one boy. Actually, the antics of students like Joe seldom hold the attention of other students very long. In time, such antics become disgusting.

If a school system is to be effective, teachers cannot lose faith in a single child, cannot become disgusted with even one, cannot give up on anybody—and this applies to the substitute as well as the regular teacher. So, you might say we expect teachers to be saints. Not really. We just expect them to be super people.

—W. R. Cooke, *superintendent, Mercer County Schools, Princeton, West Virginia.*

It's easy to criticize. Of course teachers shouldn't anxiously anticipate misbehavior, but substitutes seldom have time to build trusting relationships. Unfortunately, children sensing fear in an individual all too often gang up on him. Humiliating an authority figure adds to their glory; it's a timeworn student game. Familiar gimmicks include toads, spitballs, cigarettes—the list is endless. The students ganged up behind Joe perhaps because the substitute separated herself from them with a sound screen of teacherly lecture words.

Here are some suggested survival tactics: When ganging-up starts, stay with the gang. Unaccusing comments, such as "Well, class, what should we say to Joe?" could help draw students and teacher together.

Limit rebellion to one rebel. Cut away from Joe the support of his would-be followers. Ask them, "Should Joe have privileges the rest of us don't have?" If argument explodes, rejoice! Teen-agers aren't dummies. Close the door and let them roar. The teacher's role is moderator, not opponent.

If accusations come at you, don't duck. Lob them back as questions: "Yes, and what else bugs you?" or "Do all of you girls agree with Joe?"

As soon as feasible, try constructive action. "Here's paper. Write your gripes to your council president." Offer class time for committees; join one. Stay clear of your safe, authoritative desk. Participate! Bring Joe in. Hopefully, you're a partner now, not a victim.

The bell will ring all too soon.

—Barbara B. Robinson, *English teacher, Roosevelt High School, Honolulu.*

When a substitute encounters open defiance, he should be tough—and show it. Yet he must keep his respect for the class.

Some students have ways of antagonizing substitutes—just for the mere pleasure of antagonizing. A full-time teacher wouldn't be in such a predicament because he would have established classroom rules for classroom behavior and explained school policies to his students. (These policies *should* include respect for substitute teachers.)

Joe was stupid, rude, and ignorant; I say this only because of what was said in the incident. (Did the substitute provoke him?) A student certainly knows or should know school rules, which usually include no smoking on campus.

—Joe Hernandez, *senior, Casa Grande Union High School, Casa Grande, Arizona; state president, Future Teachers of America.*

"There isn't an exam devised
I can't flunk."

LIGHT TOUCH

February 6, 1971

Mr. Donald Hogan
Lincoln High School
Rushfield, Any State

Dear Mr. Hogan:

The Placement Bureau has informed me that you have a senior high English vacancy for which I am qualified. Please consider this a letter of application for that position.

I hold a bachelor of science degree from the University of Minnesota with an English major and a speech minor. My credentials are available from the University, and I would be happy to come for an interview at your convenience.

Sincerely,
Isabel Marvin

March 19, 1971

Dear Applicant:

The position for which you applied has been filled by Mr. Howard Johnson of Dubuque, Iowa, who holds master's degrees in English and speech and has had six years of teaching experience.

Thank you for your interest in our system.

Sincerely,
Donald Hogan

March 21, 1971

Mr. Sulo Salo
St. James County Schools
Blackfoot, Any State

Dear Mr. Salo:

The Placement Bureau has informed me that you have an English vacancy. . . .

April 15, 1971

Dear Miss Marvin:

The English position which you mentioned is at Beamer, a few miles from the Canadian border and 50 miles from the nearest town. The job involves teaching one class each of 7 through 12 and supervising the senior class play and all high school publications, such as the newspaper and annual.

Actually, a man is almost essential for this job because we must fill it with someone who is also qualified to coach football.

I wish you the best of luck in finding a position.

Yours truly,
Sulo Salo

April 18, 1971

Ed Johnson
Clerk of the School Board
Glover Creek, Another State

Dear Mr. Johnson:

The Placement Bureau has notified me of a vacancy in your system for a teacher of English and social studies who can also serve as audiovisual director.

I am fully qualified in English. Although I do not have a minor in social studies, I have always had an interest in this area.

As for the audiovisual work, I feel that I can handle this job. I got a pass in my three-credit, pass-fail audiovisual course at school, and with a little help, I think I could manage. By the way, do you have self-threading 16 mm movie projectors?

Hoping to hear from you soon. . . .

May 5, 1971

Dear Miss Marvin:

Thank you for your letter of application. The position has been filled by the superintendent's wife, who has a master's degree in theology and has had many years of experience. . . .

May 6, 1971

Mr. Ronald Hartman
Personnel Director
Boomtown, Any State

Dear Mr. Hartman:

The Placement Bureau has informed me that you have a vacancy in English and speech. . . .

May 20, 1971

Mr. Ronald Hartman
Personnel Director
Boomtown, Any State

Dear Mr. Hartman:

I wrote to you two weeks ago about the vacancy in your senior high English and Speech Department. . . .

June 19, 1971

Mr. Hartman:

I am probably not really interested in working in a school system like yours which does not even bother to answer application letters, but I am still in there pitching.

I would like to know what the problem is. My grade point is 3.9; my references, excellent; my measurements, 36-24-36. What more could anyone ask? You could at least answer my letters or phone calls.

Now as for your nine-page application form: There was a place to check for light, moderate, or heavy drinkers. Listen, Baby, check all three. The gang here at the club says I belong in all of those categories, and, boy, they ought to know!

Another thing. Concerning the question on religious preference. Just mark mine none. It's none of your business anyway.

You can remove my application from your active files. I'm sure I wouldn't like your cotton-pickin' system anyway.

Isabel Marvin

June 19, 1971

Dear Miss Marvin:

We are seriously considering your application for the English and speech position and would like to make an appointment for a personal interview at your convenience. Please call us collect as soon as possible, and we'll set up an appointment.

Ronald Hartman

June 21, 1971

Mr. John Swanson
Podunk City, Another State

Dear Mr. Swanson:

The Placement Bureau has informed me that you have an English vacancy. . . .

—Isabel Marvin, *teacher of English and journalism, Farmington (Minnesota) High School.*

IDEA EXCHANGE

Today's Education *invites NEA members to submit items for possible use in "Idea Exchange." Contributions must not have appeared previously in a periodical having state or national distribution. (Please include your home address as well as your school, position, and ZIP Code.)*

Color Walk

In the fall when the trees were most colorful and the fall flowers were in bloom, my pupils and I took a color walk:

First we had a class discussion about just how many different colors we might see outdoors.

Following the walk, the children drew pictures about all the colors they had observed. Then under their pictures I printed stories that they were most eager to dictate.

I found that this experience sharpened my pupils' powers of observation. It made them more aware of the color and beauty around them, strengthened their oral language ability, and helped to promote both creativity and self-expression.

—Jan Peterson, *pre-first grade teacher, Grant Wood School, Bettendorf, Iowa.*

Arithmetic Teaching Aids

When I taught in a nongraded room, I found it necessary to devise several teaching aids for my varied learning levels in arithmetic.

One that proved particularly helpful is a stitch holder containing 20 rings. These rings are in units of 10, by color, to help develop the concept of ten's. I use brightly colored tracer rings, which are plastic and inexpensive. The rings not being used are held at one end, out of the way, while the rest are in use. The stitch holder allows you to add or subtract rings easily (tape the sharp end for safety's sake). For those who need help in basic addition and subtraction facts for combinations between 10 and 20, the holder is most beneficial.

A board containing colored wooden pins (dowels) is a helpful device to teach carrying. I paint the pins different colors and cut them only long enough to hold 10 rings. I tell the children that only red rings can go on a red pin; yellow, on yellow; and so on. If, for instance, a child's one's are yellow and his ten's are red, then in adding 7+8 he finds he has five yellows he can't place on the pin. Since yellow rings cannot go on the red pin, he must exchange a unit of 10 yellows for a single red and then place the remaining five yellows on the yellow dowel pin.

—Susan Swenson, *fourth grade teacher, Louisville (Colorado) Elementary School.*

Bulletin Board Debate

To get my eleventh grade social studies classes thinking about black nationalism, I presented a slide-tape show on black militancy. After the presentation, I asked each student to write down his immediate reactions to what he had just seen and heard. For the rest of the period, we held a discussion.

On reflection, I realized that both the papers and discussions lacked specific evidence to back up the various hypotheses that the students had advanced. I ended up with 12 different hypotheses, which I numbered and put on the bulletin board. Next to this display, I placed the title, "Comments," and left the rest of the board blank. When the students came to class the next day, I told them they could read the opinions and, if they chose, write comments and put them on the comment board.

They immediately began to tear each others' hypotheses apart. Recognizing that their initial arguments were based on flimsy evidence, they did some research, and gradually their arguments became more substantial, moving from the general to the specific.

Since then some students have been asking if we could do a similar type of thing on another topic.

—Richard Muhs, *eleventh grade social studies teacher, Fayetteville-Manlius Senior High School, Manlius, New York.*

GW

The game of GW (grammar winner) helps my students with their grammar.

I choose a student and dictate a sentence for him to write on the board. He then has to label all the parts of the sentence that we have previously studied, such as subject, predicate, etc. If he makes no errors, he is a GW and gets a night off from grammar homework.

If the student makes any errors, I call on another student whose hand is raised. That student has to correct all the errors to become the next contestant. If he fails, I call on yet another student. The last person to correct all the remaining errors is the next contestant to write my dictation on the board.

This is an excellent exercise for the last minutes of an English class.

—Thomas R. Nee, *assistant principal and teacher of seventh grade English, Sylvester School, Hanover, Massachusetts.*

Mysteries, Secrets, Surprises

To make special assignments really special, I placed them along with complete directions (including the dates on which the children were to reveal the results of their investigations) in a sealed envelope. Each child's orders were suited to his particular needs and ability.

I found this technique useful when we were studying local government or history and I expected the children to do interviewing. It is also good for science.

—Helen Simons, *former fourth grade teacher, Heyburn School, St. Maries, Idaho.*

On Settling Differences

Many first graders have minor differences among themselves and are quick to tell on one another. Often the teacher is unable to determine who is at fault. I hit upon the idea of letting the children settle their own differences. When John says Mary has his pencil, I ask John and Mary to go out on the patio, talk it over, and settle it themselves. I tell them if they cannot reach a solution, I will step in.

I have confidence in the children's ability to work things out and tell them so. They settle their differences better than I could, and in doing so they learn a great deal about self-discipline and about interpersonal relationships.

—Eura E. Yates, *first grade teacher, Littlewood Elementary School, Gainesville, Florida.*

LOCAL ASSOCIATION OF THE MONTH: COLORADO SPRINGS TEACHERS ASSOCIATION

□ **Nestled at the foot of Pikes Peak,** at the eastern edge of the Rocky Mountains, Colorado Springs is a somewhat conservative military/resort town with a metropolitan area of nearly a quarter million people. It is the home of the North American Air Defense Command (NORAD), the Air Force Academy, and the 1,500 classroom teachers of the Colorado Springs Teachers Association (CSTA).

This month CSTA is four years old. During the past four years, there has hardly been a week when the association hasn't been involved in a struggle for teacher rights. Because of its refusal to avoid controversy whenever a teacher's rights are at stake, it has earned the nickname of a "can do" local.

In December 1967, before the establishment of CSTA, the school board in Colorado Springs had developed a new policy of "enlightened" management. (Enlightened management is when management tells you what it's going to do before it does it—and listens politely to your complaints afterward.) The school board members and elected city officials pointed proudly to the apathetic silence of Colorado Springs teachers—contrasting it with turmoil in other urban area school districts. Teachers were told repeatedly that they ought to be happy to work in Colorado Springs with its fine climate, beautiful scenery, and exceptional resort facilities.

The teachers' silence was largely due to the fact that they had no effective voice to speak for them. Two different organizations claimed to represent teachers—an "umbrella" NEA affiliate and an NEA-affiliated classroom teacher organization. Since neither of these groups was recognized by the school board, teachers found themselves faced with almost no written policies, a school district that refused to discuss negotiations, one of the lowest salary schedules in the Rocky Mountain Region (and fast becoming *the* lowest), and virtually no voice in educational decision making.

Today the situation is quite different. The change began when the leadership of the two warring factions recognized that they were accomplishing little for teachers or for their profession. Following a series of open meetings, the leaders of the two organizations agreed to surrender their offices if the teachers would agree to support a single strong local association.

The two groups campaigned for a citywide merger, a dues increase from $5 to $37.50, unification with the Colorado Education Association (CEA) and NEA, and demands for immediate professional negotiations. NEA and CEA assisted with staff and funds. Teachers were eager for the change, and all proposals passed by a 10 to 1 margin.

The original CSTA leadership developed a long-range plan that called for, as a first step, negotiations to achieve recognition of CSTA as the exclusive representative of teachers, negotiations guidelines to promote good-faith bargaining, arbitration of all grievances, and an acceptable standard of professional recognition for its teachers. In June 1970, the last of a series of contracts was signed by the school board and by the association, a series which was in large part responsible for securing these benefits for teachers.

CSTA now has over 93 percent unified membership, one of the highest average salaries in the Rocky Mountain Region (over $10,000), and recognition as being one of the most effective political groups in Colorado and one of NEA's strongest locals.

Its master agreement is acknowledged to be among the most comprehensive in the nation and is used as a pattern by many other associations. A full-time staff is engaged year round in managing its extensive and personalized teacher welfare programs. It has a working relationship with civic groups and political parties in Colorado Springs, some of which originally opposed its organization and early efforts.

CSTA has a basic philosophy and structure that differ from most other local associations. Instead of having standing committees, it usually sets up ad hoc task forces comprised of experts taken from the classroom. Instead of establishing the usual commissions, it calls upon teacher specialists, who return to the classroom when the need is satisfied. The membership writes all negotiation proposals instead of having various lists of recommendations submitted to it for consideration.

Surveys are conducted several times a year, and all items which are submitted by a significant number of the membership are placed "on the table." The association is geared to act swiftly and effectively on behalf of teachers when the need arises. Instead of having a newspaper, CSTA prints special fliers, which are placed in the hands of the membership the same day they are printed. A telephone tree (with certain teachers assigned to call all other teachers on a moment's notice) allows communication with all membership in a matter of a few hours. The bywords of the association are "vigorous, visible, and viable."

As a result of these communication techniques, CSTA has enjoyed solid membership support in times of crisis. This support has allowed CSTA to accomplish goals that would otherwise have been impossible.

In case of dismissal, nontenure teachers have recourse to a grievance procedure. All teachers have the right to propose or object to curriculum changes, to participate in reviewing all candidates for supervisory positions, and to review all new construction and remodeling of school buildings. They also have the right to participate in political action and do so energetically.

Recently CSTA developed, in cooperation with the central administration, an innovative evaluation system that incorporates peer observation and assistance.

CSTA members are now leveling their sights in a new direction—control by classroom teachers of entrance to the education profession. They contend that the most prestigious title in the education profession should be—and will be in Colorado Springs—that of "classroom teacher."

—Bruce R. Dickinson, *president, Colorado Springs Teachers Association.*

NEW NEA PUBLICATIONS & AUDIOVISUAL MATERIALS

This listing is designed to keep you informed of the newest professional materials published by the NEA and its affiliates. Please use stock numbers when ordering.

Academic Freedom: NCSS Policy Statements (#1). Presents procedures for protecting the rights of social studies teachers. 20 pp. 50¢. 491-15268. National Council for the Social Studies.

Careers in Art (#2). 12 pp. 25¢. 061-25834. National Art Education Association.

Dance Directory: Programs of Professional Preparation in American Colleges and Universities (#3). Valuable for comparisons, historical studies, and research. 80 pp. $2. 243-25212. American Association for Health, Physical Education, and Recreation.

Educational Meetings Calendar, 1971-72 (#4). Convention and conference calendar arranged by date. Includes meetings of NEA units, Board of Directors, Executive Committee, and national and state affiliates. Contains a section on special days and weeks of the year. 24 pp. $1. 381-11980. Publications Division.

Guidelines for Children's Dance (#5). Describes current status of dance in the elementary school. 12 pp. 50¢. N.D. 243-25154. AAHPER.

Historical Topics in Algebra (#6). Features much of the content on algebra in *Historical Topics for the Mathematics Classroom,* NCTM's 31st Yearbook. Includes 25 of the algebra "capsules" in paperback for classroom use. 74 pp. $1. 301-01006. National Council of Teachers of Mathematics.

How To Read the Natural Landscape in Forest and Fields (#7). Presents a field guide and theoretical study of the effects plants and animals and physical conditions have on one another. 12 pp. 50¢. 471-14618. National Science Teachers Association.

Layman's Guide to the Use of Computers (#8). Features the main components of a computer system, language of the computer, uses of computers in education, and a glossary of terms. 60 pp. $3 (10 or more, 10 percent discount). 951-26000. Association for Educational Data Systems.

Microteaching: Selected Papers (#9). Includes "Microteaching: History and Present Status" by Cooper and Allen and "Microteaching in Teacher Education Programs" by Schuck. Examines the history and the rationale for microteaching and gives examples of how it can be used. Also discusses four teacher preparation programs where microteaching is a vital portion of the program. 52 pp. $1.50. 868-24464. Association of Teacher Educators.

Motor Activity for Early Childhood (#10). Presents a series of articles and a film list. Focuses on ages three to eight. 16 pp. 50¢. N.D. 245-25152. AAHPER.

Observation: A Technique for Art Educators (#11). Reports on a special institute on the values and methods of descriptive research in art education. 102 pp. $1.50. 061-25838. NAEA.

The School Day for Teachers and Pupils, 1970-71 (#12). ERS Circular No. 4, 1971. Summarizes and reports individually for 310 school systems on the length of the day at school and the length of the lunch periods for teachers and pupils by grade level. 40 pp. $1.50. 219-21500. Educational Research Service.

Selected Soccer and Speedball Articles (#13). Collects articles from past *Soccer-Speedball Guides,* the *Journal of Health-Physical Education-Recreation,* and the *Research Quarterly.* 128 pp. $1.50. 243-25152. AAHPER.

Simulation as an Instructional Alternative in Teacher Preparation (#14). Presents data that can be useful to teacher educators who are faced with increasing demands to develop more relevant professional curriculums. 27 pp. $1.25. 868-24462. ATE.

Social Studies Curriculum Guidelines (#15). Represents the official NCSS position on the social studies curriculum. Can be used by teachers, supervisors, and boards of education in making decisions concerning social studies curriculum development and evaluation. 32 pp. $1.50. 491-15266. NCSS.

Standards for Social Studies Teachers (#16). Represents the official NCSS position on standards for social studies teachers. Can be used by teachers, supervisors, and boards of education in making decisions concerning teacher preparation and assignment. 12 pp. $1. 491-15264. NCSS.

The Teacher's Day in Court: Review of 1970 (#17). 79 pp. $1.75. 435-25478. Research Division.

Teaching Art as a Career (#18). 12 pp. 25¢. 061-25836. NAEA.

25th Biennial Salary Survey of Public-School Professional Personnel, 1970-71: Vol. I—Salaries Paid Teachers and Other Instructional Staff (#19). Summarizes data on salaries paid and for school systems individually. Also gives number of personnel by sex. 183 pp. $4. 435-25474. Research Division.

25th Biennial Salary Survey of Public-School Professional Personnel, 1970-71: Vol. II—Salaries Paid Central-Office Personnel (#20). Summarizes data on salaries paid and for school systems individually. Gives number of personnel by sex. 19 pp. $4. 35-25476. Research Division.

NEW LISTINGS IN NOVEMBER ISSUE

The following new titles were listed for the first time in *Reading Is Fun,* the November special discount feature for NEA members. See the coupon on page 65 of the November issue of *Today's Education* for your convenience in ordering these two new titles.

NEA Handbook for Local, State, and National Associations, 1971-72 (RB6). Stock No. 348-10974. $2.

Teaching Toward Inquiry (TM10). Stock No. 381-11982. $3.50.

We're sorry, But . . . Reference No. 24 in the October issue should have read: . . . **When Every High School Teacher Is a Reading Teacher.** Filmstrip based on Booklet No. 11 of the series, *What Research Says to the Teacher.* Includes 33⅓ rpm record, script and booklet. 15 minutes. Color. Sound. $10. 387-11612. ACT.

Ordering Information

To order, list on a separate sheet the title, stock number, price, and quantity for each item desired. Quantity discounts: 2-9 copies, 10 percent; 10 or more, 20 percent. N.D.=No discount.

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NEA-RELATED NATIONAL GROUPS

Under the heading for each group, publications sent to members are listed, followed by a statement of membership fees. The first person named is president and the second is the chief executive or administrative officer.

Send dues to the office or address indicated by an asterisk.

NEA DEPARTMENTS

American Driver and Traffic Safety Education Association—*Journal of Traffic Safety Education.* Dues: $15; student, $5. Philip J. O'Leary, consultant, driver education, State Dept. of Education, Lansing, MI. *William D. Cushman, NEA.

Association of Classroom Teachers—*Official Report* (upon request). Any classroom teacher who is an NEA member is automatically a member of ACT. No separate dues. Jim A. Roady, Terrace Heights Elementary School, Yakima, WA (on leave, NEA). Margaret Stevenson, NEA.

Department of School Nurses—*The School Nurse* and other publications. Dues: $15. Ruby Wheatly, Ankeny, IA. *Oreta O. Norris, NEA.

Rural Education Association — *Rural Education News, NEA Research Bulletin,* and other publications. Dues: $10. E. Robert Stephens, associate professor, College of Education, Univ. of Iowa. *Lewis R. Tamblyn, NEA.

NATIONAL AFFILIATES

American Association for Health, Physical Education, and Recreation—*Journal of Health-Physical Education-Recreation, Research Quarterly, School Health Review,* and *Update.* Dues: professional and associate, $25; alternate membership plans, $30, $35, $40. Student, $10; alternate plans, $15, $20, $25. Louis E. Alley, Univ. of Iowa. *Carl A. Troester, Jr., NEA.

American Association of Elementary-Kindergarten-Nursery Educators — Two study/action publications, quarterly professional journal, three newsletters, plus other publications for comprehensive members. Dues: active and associate, $8.50; comprehensive, $15. Retired and student, $4.25; comprehensive, $10.75. Annette R. Guenther, curriculum specialist for language arts and early childhood education, Bucks County (Pennsylvania) Area Schools. *D. Dwain Hearn, NEA.

American Industrial Arts Association—*Man/Society/Technology, A Journal of Industrial Arts Education; AIAA Monitor;* and *Scene.* Dues: $15; high school student (individual), $1; college student (individual), $7.50. Frederick Kagy, Normal, IL. *Edward Kabakjian, NEA.

Association for Educational Communications and Technology—*Audiovisual Instruction* and monthly newsletter. Dues: $20 (with *AV Communication Review,* $25); student, $8 (with *AVCR,* $12). Robert Heinich, professor of education, Indiana Univ. *Howard Hitchens, Jr., NEA.

Association for Supervision and Curriculum Development—*Educational Leadership* and *Yearbook.* Dues: regular, $20; comprehensive (includes additional publications), $30. Alvin D. Loving, Sr., assistant dean, School of Education, Univ. of Michigan. *Neil P. Atkins, NEA.

Association of Teacher Educators—*Journal of Teacher Education, ATE Newsletter,* bulletins, and commission publications. Dues: basic, $20; comprehensive, $25; institutional, $25; life, $500 in one payment or 10 payments of $55; student, $7.50 plus sponsorship of ATE member. Bernadene Schunk, Univ. of Wyoming. *Melvin C. Buller, NEA.

Home Economics Education Association—*News & Notes from the President* and current publications. Dues: $5; student, $2.50. Margaret Larson, El Cerrito, CA. *Catherine A. Leisher, NEA.

Journalism Education Association—*Communication: Journalism Education Today* and annual report. Dues: regular, $10; associate, $10; institutional, library, or state, $15; life, $100; sustaining, $100. Bruce R. Minteer, Freeport (Illinois) Senior High School. Elwood Karwand, Wisconsin State Univ., Eau Claire. *Sister M. Rita Jeanne, FSPA, secretary-treasurer, St. Rose Convent, 912 Market St., LaCrosse, WI 54601.

Music Educators National Conference—*Music Educators Journal.* Dues: $14 (plus dues in affiliated states). Frances M. Andrews, Music Education Dept., Pennsylvania State Univ. *Charles L. Gary, NEA.

National Art Education Association—*Art Education, NAEA Newsletter, Studies in Art Education,* and *Art Teacher.* Dues: active, $20; comprehensive, $25, $30; institutional, $50; associate, $10; supporting, $250; student (chapter), $5. Harlan E. Hoffa, Pennsylvania State Univ. *John J. Mahlmann, NEA.

National Association for Public Continuing and Adult Education—*Pulse, Techniques, Swap Shop.* Dues: active, $20; associate, $5; subscribing, $20; institutional, $50. Monroe Neff, continuing education, New York State Education Dept., Albany. *James R. Dorland, NEA.

National Association of Educational Secretaries — *The National Educational Secretary* and *NAES Washington Reporter.* Dues: $10; life, $125. Jean Priest, Albuquerque public schools. *Kathleen M. Meyer, NEA.

National Association of Elementary School Principals—*The National Elemen-*

(*Continued on page* 54)

Higher Education—NEA's program for higher education is expressed through the Division of Higher Education and three units relating to specialized concerns. The National Society of Professors relates to the concerns of faculty members in four-year institutions, the National Faculty Association of Community and Junior Colleges plays the same role for faculty members in two-year institutions, while the National Association of College and University Administrators serves all administrators in higher education.

NEA campus chapters in higher education institutions provide focal points for professional advancement, economic welfare through professional negotiations, improvement of instruction, and the defense of academic freedom.

For further information, contact Charles Bob Simpson, director, Division of Higher Education, at NEA Center. NEA dues of $25 entitle members in higher education to belong to one of the three units. Publications are *NFA Reports* and *NSP Forum.*

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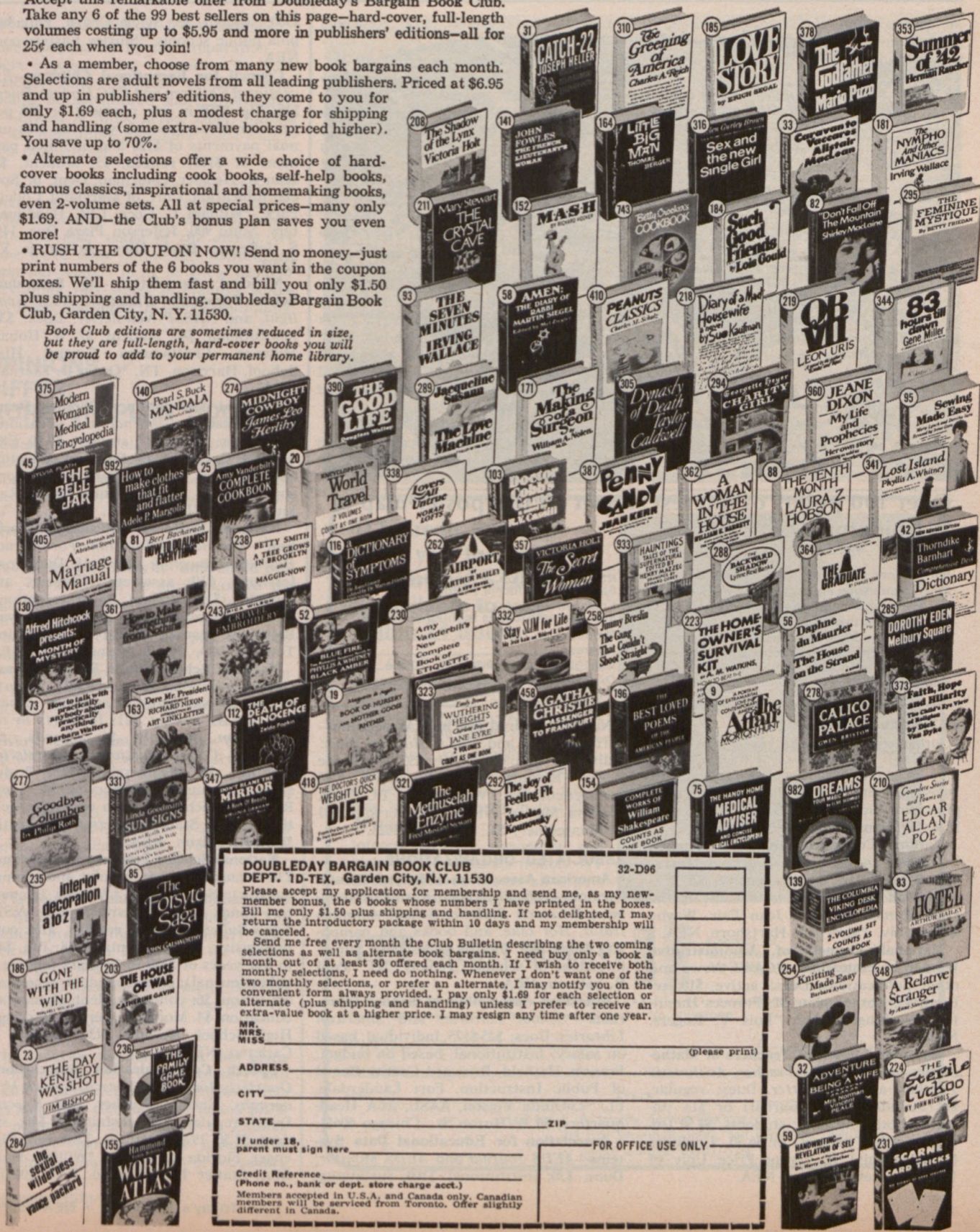
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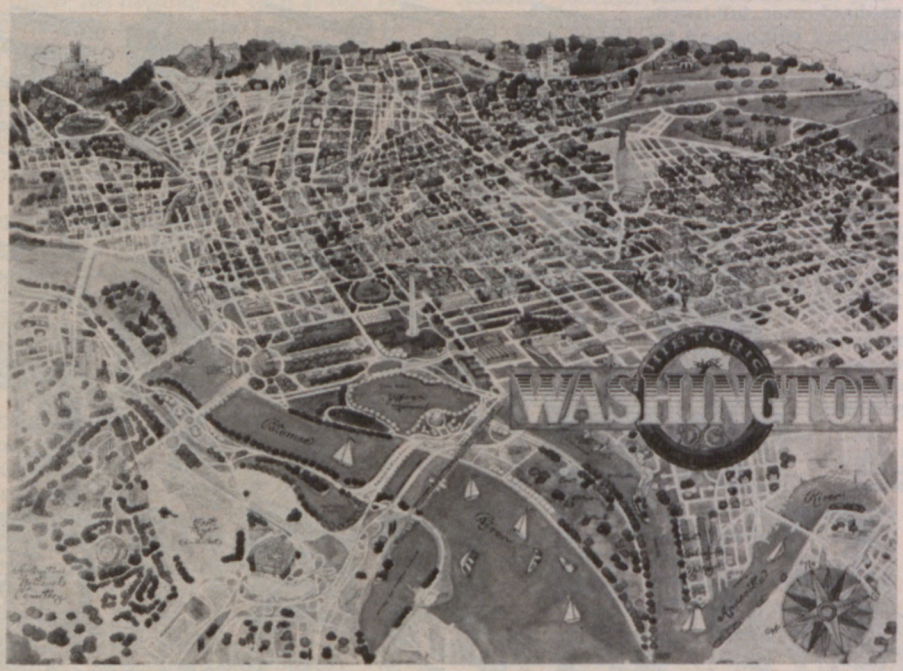

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(Continued from page 52)

tary Principal and special publications. Dues: $20; life, $400. William H. Forsberg, principal, Zachary Lane School, Plymouth, MN. *William L. Pharis, NEA.

National Council for the Social Studies—*Social Education* and *Yearbook*. Dues: subscribing, $12; comprehensive, $20 (includes all publications issued during the year of membership). Jean Fair, Wayne State Univ. *Merrill F. Hartshorn, NEA.

National Council of Administrative Women in Education—*NCAWE News* and other publications. Dues: active, $10; retired, $5; library plan, $2. Frances Hamilton, Washington, DC. *Lois V. Rogers, NEA.

National Council of Teachers of Mathematics—*Mathematics Teacher, Arithmetic Teacher*, and *Newsletter*. Dues: regular, $9 (includes either journal) or $13 (includes both journals); students, $4.50 (includes either journal) or $6.50 (includes both journals). H. Vernon Price, Univ. of Iowa. *James D. Gates, NEA.

National Retired Teachers Association—*NRTA Journal* and *NRTA Bulletin*. Dues: individual annual, $2; life, $50. Katherine Pearce. Bernard E. Nash, NRTA, 1225 Connecticut Ave., Washington, DC 20036. *Geneva McNee, NRTA Membership, 701 N. Montgomery St., Ojai, CA 93023.

ASSOCIATED ORGANIZATIONS

American Association of School Administrators—*Official Report, Roster of Members, Research Bulletin, School Administrator, Hot Line*, and books and pamphlets. Dues: $20. John B. Geissenger, superintendent of schools, Tenafly, NJ. *Paul B. Salmon, NEA.

American Association of School Librarians — *School Libraries* and *American Libraries*. Dues: $25-$125, individual, based on salary; institutional, based on budget. Frances Hatfield, Broward County Board of Public Instruction, Fort Lauderdale, FL. *LuOuida Vinson, AASL, ALA Headquarters, 50 E. Huron St., Chicago 60611.

Association for Educational Data Systems—*AEDS Journal* and *AEDS Monitor*. Dues: $20; institutional, $100; sustaining, $300; student, $5. Sylvia Charp, Philadelphia public schools. *Shirley Easterwood, NEA.

Council for Exceptional Children—*Exceptional Children* and *CEC Update*. Dues: $15; life, $350 in one payment or $40 per year for 10 consecutive years or two annual payments of $120 and one final payment of $110; retired, $5; student, $5. Jean R. Hebeler, chairman, Dept. of Special Education, Univ. of Maryland, College Park. *William C. Geer, CEC Headquarters, Suite 900, Jefferson Plaza One, 1411 S. Jefferson Davis Hwy., Arlington, VA 22202.

National Association of Secondary School Principals—*Bulletin, NASSP Spotlight*, and *NASSP Newsletter*. Dues: $30; institutional, $40; student, $7. W. Hobart Millsaps, Chattanooga Central High School, Harrison, TN. *Owen B. Kiernan, NEA.

National Association of Women Deans and Counselors—*Journal* and occasional newsletter. Dues: $27; student, $7.50. Elizabeth A. Greenleaf, professor of education and director, Student Personnel Internship Program, Indiana Univ. *Anna Rankin Harris, NEA.

National Business Education Association — *Business Education Forum* and *Business Education Yearbook*. Dues: professional, $10; associate (libraries and schools), $15; student, $5; International Society, $5 additional. Paul P. Plevyak, Baltimore County Board of Education, Towson, MO. *O. J. Byrnside, Jr., NEA.

National School Public Relations Association — Handbooks, special reports, newsletter subscription services: *Education U.S.A.*, weekly, $21; *It Starts in the Classroom*, monthly, $6; *Trends, the School Communications Newsletter*, monthly, $8. Membership, $15. Professional Communication Service, $40. Lloyd R. Bell, director, Division of Public Relations, Texas State Teachers Assn., Austin. *Roy K. Wilson, NEA.

National Science Teachers Association—*The Science Teacher* (regular and comprehensive); *Science and Children* (elementary and comprehensive); and *NSTA News-Bulletin*. Dues: regular, $15; comprehensive, $25; elementary, $8; life, $400 in five years or $450 in 10 years (choice of either journal); college student, secondary education, $6; college student, elementary education, $4. Morris R. Lerner, Barringer High School, Newark, NJ. *Robert H. Carleton, NEA.

Speech Communication Association—*Quarterly Journal of Speech, Speech Monographs, Speech Teacher*, and *Spectra*. Dues: regular, $15; sustaining, $40; student, $7.50. 1972 president, Theodore Clevenger, Florida State Univ. *William Work, SCA, Statler Hilton Hotel, NYC 10001.

ZIP . . . (*Continued from page 6*)
have cooperated in its preparation. If there is a screening committee for such articles, future articles in this series should be scrutinized more thoroughly.
—Ernest A. Mills, *acting chief, Bureau of Art Education, New York State Education Department.*

♦ *First efforts sometimes fall short of what was envisioned.* Journal *editors (and the author herself) were not happy with the final shape of the article. We hope we've done better this month, but want our readers to let us know whether they think this series in creative activities in art and music is worth continuing.*

OPINIONS DIFFER: MORE ON PLAN BOOKS

Educators from all parts of the country reacted to Robert Dawe's article "Plan Books Are a Waste of Time!" which appeared in Today's Education *for September. Excerpts from some of their responses follow:*

A teacher who finds it "difficult to predict . . . what will go on in class at the beginning of the period—much less what will happen tomorrow" is ill-prepared. If he does not consistently plan for good things to happen, they won't.
—John E. Morris, *assistant professor of professional laboratory experiences, Georgia Southern College, Statesboro.*

Every teacher must play by ear once in a while; but without some sort of plan book, a teacher may find he is constantly playing it by ear. This makes evaluation an impossibility.
—Ellen Kersey, *teacher of English and journalism, Blackstock Junior High School, Oxnard, California.*

It is doubtful that many administrators are so lacking in understanding of the teaching process that their primary judgment of a teacher rests upon the quality of his plan book.
—Rolland Dewing, *chairman, Division of the Social Sciences, Chadron (Nebraska) State College.*

The superior teacher knows that plans for instruction are both necessary and tentative. However, like attendance records and other clerical tasks, lesson plans are more often a bludgeon to enforce conformity than a tool of supervision.
—John F. Ohles, *professor of secondary education, Kent (Ohio) State University.*

If the only reasons for planning are to enable an administrator to sit in his office and "evaluate teachers" or make a substitute's lot easier, I am "agin it" too. But teacher planning is *not* an administrative activity and it should not be so judged.

At the risk of sounding like an education professor, I would suggest that there *is* value in "smooth temporal progression" and "orderly flow of time in the class day." As one who has taught at all school levels from elementary to graduate school, I also recognize the value of spontaneity, the following of those inviting little side issues, and even outright "rabbit chasing." The major point here is that both teaching and learning must have direction, form, and order. Over the long haul, one cannot teach effectively "off the top of one's head."

Indeed, much in teaching which appears spontaneous is, in fact, the product of long hours of thought and planning. Planning does not any more ensure inspired teaching than buying easel, brushes, and palette ensures the painting of a work of art. But until one has prepared himself by looking ahead, he is not likely to do either.
—B. E. Tabarlet, *chairman, education and psychology, Louisiana State University, Shreveport.*

The plan book enables me to plan my day effectively. It's a great aid to be able to see ahead several weeks to what I will be doing then. The quiet times of reflection and thought I go through while making up my book give me some of my best ideas for carrying out professional tasks effectively. Notes I write to myself in the margins remind me of some fact that might lighten or enrich content of the day's lesson.

The book helps me draw together needed audiovisual and textbook materials. Sometimes I have to request a specific item months in advance. To be able to tie together materials and curriculum

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—Lawrence R. Phipps, *teacher of the deaf, Allen School, Jackson, Michigan.*

Plan books are indeed a waste of time if they are anything like the description provided by Mr. Dawe. Administrators and professors who contribute to such nonsense should be returned to the classroom for at least two full years. Perhaps if they experienced the frustrations that teachers face, then plan books would either be discontinued or improved.

The fault with plan books lies in the planning. A plan book is nothing more than a series of statements concerning what the teacher intends the student to achieve during a lesson, unit, or course; some strategies for achieving these intentions; logistical support — materials, equipment, room, etc.; some procedures for evaluating what has been learned.

—Richard E. Baker, *assistant principal, Perkins High School, Sandusky, Ohio.*

If there is a spark of creativity or originality in the teacher, any resemblance between his actual classroom activities and his plan book is accidental.

—Roy Higginbotham, *principal, Minor Elementary School, Birmingham, Alabama.*

Teachers without plans too often waste major portions of class time in irrelevant activity or discussion. Flexibility may come to mean sloppiness, and spontaneity can turn out to be the coach discussing his newest football play with his math class.

—Kaye H. Wittwer, *former teacher of English, Ronan, Montana.*

Mr. Dawe has at least one valid complaint. No supervising principal can adequately check lesson plans every week for his staff. But he should certainly evaluate them several times a year.

—Harry M. Garst, *retired principal and mathematics teacher, Galesburg, Illinois, now living in Eustis, Florida.*

I voice total agreement with Mr. Dawe. . . . I challenge any teacher who thinks he can plan a group discussion two weeks or even one week in advance.

—Patrick L. Lysons, *English instructor, Bagdad (Arizona) High School.*

What good lawyer would argue a case without having prepared a brief? What good clergyman would speak from the pulpit without having prepared a sermon? What good engineer would direct the construction of a bridge without having planned beforehand? What good surgeon would operate without having charted his course? What *good* teacher would enter his classroom without having carefully prepared plans?

—Robert S. Bailey, *principal, Hamilton Terrace School, Berkeley Heights, New Jersey.*

I wouldn't be without my plan book. I deviate whenever and wherever class discussions and interests pull us in a valuable way. Most activities are in my head, but my plan book helps me keep organized.

—Mary Ney, *fourth grade teacher, Wildwood School, Mahtomedi, Minnesota.*

Plan books are as passé as the pot-bellied stove in the one room school.

—Alice MacKenzie, *junior high school social studies teacher, River Edge, New Jersey.*

It takes me only about 10 minutes to fill in one of those neat looking sheets. This keeps the principal happy, and when he is happy, I teach better. How's that for indirect benefits?

—Sarah Yoder, *second grade teacher, Caernarvon Elementary School, Churchtown, Pennsylvania.*

For some teachers, especially those teaching a variety of subjects, the plan book is necessary and helpful. But in teaching mathematics, I have found the plan book of little value, particularly when I am closely following a well-organized text. I hope Mr. Dawe's zeal in blasting the plan book will be tempered by an understanding that what may be best for him is not necessarily good for all teachers.

—John J. Covell, *sixth level teacher, Kensington School, Grand Rapids, Michigan.*

The crux of using a plan book is to think of it as a resource rather than as "the gospel." If one wants to remember the essence of a plan for use the following week, what's wrong with writing it down?

—Blanche Wintringham, *first grade teacher, School No. 1, Little Falls, New Jersey.*

I like to use a plan book. It gives me confidence, makes the class period move more smoothly, and results in greater accomplishment.

—Nathal R. Weston, *teacher of French, Dirigo High School, Dixfield, Maine.*

Hurrah for you! Robert Dawe. An administration that asks for plan books doesn't trust its teachers.

—*Sorry, I have to remain anonymous.*

The real issue isn't the value of a lesson plan book. Rather, I think, the author is upset because the book is required to be turned into the office each week.

—John S. Jeltes, *principal, Valleywood Middle School, Grand Rapids, Michigan.*

Written preparation frees the mind and soul to put students' needs first.

—Merle Heywood, *third grade teacher, Panguitch, Utah.*

The thinking that takes place during planning is a necessary and valuable element in effective teaching. Whether or not the plans are written down for others to see is inconsequential.

—Maribeth Henney, *assistant professor, Department of Elementary Education, Iowa State University, Ames.*

The issue is: What about the less-than-good teacher? Lesson plans can help him.

—Sarah A. Hulett, *eighth grade English teacher, Landrum Junior High School, Spring Branch District, Houston.*

Good plan books reveal only that the teacher can prepare and write good plans.

—Pamela I. Jarrett, *fourth grade teacher, Floyd School, Montgomery, Alabama.*

All good teachers, good principals, and good department heads realize that a well-prepared plan book makes an excellent *guide* for the teacher. He will be prepared to add, delete, or change his plans to keep his students interested in the subject at hand.

—Shirley B. Kosmo, *first grade teacher, Lehigh Acres (Florida) Elementary School.*

Candidates' Campaign Expenditures

As required by NEA Standing Rule 10, campaign expenditures of 1971 candidates for NEA office that were reported to the NEA Board of Directors are listed herewith:

For President-Elect—Eugene Karol, $12,597.34; Catharine Barrett, $12,145.86; Thelma Davis, $6,250.15 Marian Cochran, $6,135.31.

For Executive Committee — Ester Wilfong, 4,990.91; Roberta Hickman, $4,983.80; Murl Huffman, $4,232.52; Ray Baker, $595.20; Cecil Driver, $413.74.

For Treasurer — Nelson Kreuze, $398.00.

A detailed report on expenditures is available from NEA Center.

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SEARCHING MIND
(*Continued from page* 32)

ments of the articulate public as well as the presumed reactions of the attentive public into account as they form policy.

Almond's conception of the nature of public opinion in the United States implies that the Americans who feel left out of the policy-making process often have only themselves to blame. Ignorance may be bliss, but it will not safeguard one's interests. In a democracy, individuals who are concerned with the protection of their interests must take part in public affairs.

At election time, the people determine who shall govern. They entrust elected representatives and their appointed aides with the responsibility for making policy decisions. If the public is not satisfied with these decisions, the people can replace their elected officials at the next election. As a result, in a few cases when the popular desire is reasonably unified and clear, the public can make certain electoral decisions on issues. Beyond this, members of the public can influence policy by getting in touch with their representatives directly or indirectly through interest groups or their political party contacts.

Political parties and interest groups perform a role in the decision-making process by aiding elected officials to determine stands on issues and by pressing for the selection of particular solutions to major problems. In addition, political parties provide a mechanism which helps amass voters behind particular candidates. To do this, parties must effect compromises among somewhat contradictory elements and goals. As a result, in some situations individual party members subordinate a lesser goal in order to increase their chances of building support for a purpose they consider more important.

Politicians, too, must compromise. A common criticism made of a number of them is that they postpone certain goals in order to advance others or to secure reelection to office. The goal of victory for the candidate, it is argued, should not take precedence over principle. On the other hand, unless a politician stays in office, he is unlikely to affect public policy. The question thus becomes what compromises—if any—are acceptable to the voter.

Given the possibilities inherent in the 18-year-old vote, it is particularly important that today's students explore the merits and demerits of political compromise. Examining their own values with regard to the politician's dilemma in making decisions on public issues enables students to develop a more meaningful understanding of the role of values as underlying guidelines for behavior, to acquire a better comprehension of the place of conflict and disagreement in the political system, and to develop greater tolerance for the values of others.

The purpose of education about politics is to increase the student's capacity to make a reasoned examination and analysis of public issues. The role of the classroom teacher in this process is to assist the student in developing his ability to amass information, evaluate it, and come to rational conclusions about its implications.

As a teacher aids students in developing their capacity for analysis, he should be wary of the temptation to guide them to so-called "right answers" or "correct values." Democracy is rooted in the process of reasoned compromise, and the citizens of a democratic nation must learn how to analyze pressing issues of public policy in the perspective of their own individual needs and those of society's.

The mass media play a crucial role in the political learning process in any large-scale democratic system, a role that is particularly important in an election campaign. Unless the media disseminate a broad variety of opinion and a large volume of information on major issues, voters have little possibility of rational choice at election time. Fortunately, the media do present this variety and volume in national political campaigns. Today we have unprecedented campaign coverage that includes significant attention to issues.

While it may be that television can help the new hucksters in politics "sell" a political candidate to an extent unparalleled in American history, at the same time an individual citizen has the opportunity to assimilate a great deal of information on leading issues of public policy. If the democratic process is to function as it should in the United States of America, it is up to the concerned citizen to use the information available to make rational electoral choices. □

CREATIVITY . . .
(*Continued from page* 12)

when we read our students' work. We avoid putting discouraging red marks on papers; we emphasize ideas and imagination.

We have had success with the multimedia approach—the overlapping of several stimuli to produce a total environment and new meanings. For example, we took the class on a "voyage" through the history of Rome. With the help of colorful slides and several projectors, we flashed a sequence of images of Latin civilization on the walls and ceiling of our classroom. Along with the images, we added appropriate narration, music, and sound effects. The result: Students said they felt as if they were experiencing life in Rome.

"My insistence on short hair is not intended as a violation of your civil liberties . . . . I want to see who sleeps during my classes."

We also used this technique in our study of five great religions. Simultaneously, we depicted larger-than-life color images of disciples of Hinduism, Buddhism, Judaism, Christianity, and Islam in their places of worship. Appropriate gongs and chants added to the authenticity of the program.

Many times we take a familiar song like "Sitting on the Dock of the Bay" or a poem like Longfellow's "The Tide Rises and the Tide Falls" and, using overhead projectors, project mineral-oil bubbles and swirls on the walls and ceiling that undulate in rhythm to the music or poem. Or we clip plaintive pictures from current magazines, intersperse them with great art from different ages, staple them together into one long horizontal roll (we call it a collage), and pull it through the opaque projector accompanied by a song like "Sounds of Silence."

One student responded to this activity with a poem:

There are a lot of lonely people in this world.
And though they walk proud, and laugh loud,
I can look into their eyes
And tell that they are lonely.

The eyes are the mirrors of the soul.
And though we can force the lips to smile,
And fashion words to beguile,
The eyes will not pretend if they're lonely.

Young people cry out for opportunities for creative self-expression, and role playing is one technique in which their imaginations can play at will. Here are some examples of some of the more productive and popular role-playing situations we have used:

- Chaucer's characters going on a pilgrimage to Canterbury
- Artists telling about their lives and demonstrating their work
- Natives of various countries comparing their customs and folk songs
- The Romantic poets reciting at a poetry fest.

Dramatization and role playing vitalize and crystalize the study of history, art, and literature. When students analyze and interpret characters and situations, their understanding of people grows. Furthermore, role playing and dramatization provide wholesome outlets for pent-up emotions, help youngsters overcome self-consciousness, aid them in improving oral and bodily expressions, and help them grow in their understanding of self and others.

Field trips are also an integral part of the course. We attend artistic performances and visit as many museums, galleries, and other places of interest as our finances permit. We believe strongly in the discovery approach to issues, and active participation in community projects is a must with such an approach.

How do we evaluate our students and our course? We have major quizzes, special reports, and projects. (The students expect them and ask for them.) We also keep anecdotal records on each student and evaluate him on the basis of his own progress.

We have noted personal growth in our students. Some who are very shy at the beginning of the course grow eager to participate in activities and have the courage to stand up for their convictions. Some who start out by being emotional and argumentative in discussions learn to present their views calmly and to support them intelligently. Some who at first seem void of creativity begin to come up with interesting ideas.

As the class proceeds, students ask more sophisticated questions and give more intelligent answers. They also show fewer anxieties and fears, and every student seems to have a sense of belonging—a feeling that he is welcome in the class and should share in planning group goals.

Enthusiasm for the course runs high. At first we had a difficult time recruiting students, but now they swamp us with requests to join the class. Once enrolled, they are seldom absent.

For those who may be contemplating developing a course such as the humanities class at Washington High School, the following comments may be helpful:

1. The administration must look with favor upon the course. No amount of creativity can withstand the hostile hand of the powers that be.

2. The team must have a daily planning period. To function effectively together, team members need time to interact, brainstorm, explore, invent, experiment. The daily planning period is the lifeblood of team teaching.

3. Students should have an active part in planning. Kids can come up with great ideas.

4. While one teacher may lead a lesson, each teacher should participate in every lesson in some way. If the others head for the lounge when you're "it," interest and enthusiasm on the team will waste away.

5. The physical setting of the class should permit a flexible program.

Of course, ultimately the success of any innovative program depends on the resourcefulness of the teachers involved. □

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OPEN CLASSROOM
(*Continued from page* 17)

Canada have started schools similar to the Parkway Program.

I was one of many resource people who offered courses and workshops (mine was in journalism) during the Parkway Program's first year, and although students in the program were somewhat limited by requirements for a high school diploma in the State of Pennsylvania, they had a freedom to explore and grow that I wish I'd had as a high school student. I learned through my experiences with the Program, however, that freedom can be tremendously threatening to kids who aren't strongly motivated to work by themselves. For some, the Parkway Program was the best educational experience they'd ever had, but for others, it was painful. Dealing with real freedom and accepting the responsibility that inevitably attends it requires a special kind of discipline.

More than anything else, the open classroom and its equivalents on the secondary level provide lessons in freedom. It is in their numerous approaches to freedom that most of the open classrooms I've seen differ widely.

Often the degree of freedom and openness that a teacher allows depends on his basic temperament. Some teachers simply can't tolerate noise, confusion, and movement in their rooms, and when this type of teacher attempts to change from the formal classroom to a more open structure, he can encounter serious problems or at least basic self-contradictions.

One older teacher in North Dakota, for example, sympathized with the open classroom in principle and was trying to open up her own room as part of a schoolwide program, but she admitted that she found the change exceedingly difficult to make because she'd been teaching the other way for so long. As a matter of fact, the only difference I could see between her class and that of a strictly traditional teacher was that there were a few interest centers in her room and the children's desks were arranged in clusters.

On the other hand, I've seen many open classrooms where the students can do virtually anything they want for most of the day and where the teacher keeps organized activities to an absolute minimum.

The success of the open classroom is threatened more by parental pressure for their children's achievement in school than by an individual teacher's inability to adapt to a more informal role, however. Even when teachers want to allow their students freedom, parents can be so vehemently opposed that the teacher may well lose his nerve. Most parents are so afraid their children might fall behind just a tiny bit in the testing rat race that they will tolerate only the most superficial aspects of the open-classroom idea.

Every open classroom I've seen has the identical problem. Parents begin wondering, "Is my child *really* learning? It seems to me that all he does is play." And then at the slightest suggestion that a child might fall behind—even temporarily—parents will probably withdraw him from the class.

It's an incontrovertible fact that the more freedom a teacher allows a child, the more he is likely to do only what pleases him. Obviously, some kind of balance must exist between required and free activities. A child who is never required to do anything is going to suffer as much as a child who has no freedom at all.

If the open-classroom movement had failed to provide huge numbers of children with basic skills essential to their survival, it would not have progressed as far as it has. In fact, most teachers of open classrooms go out of their way to prove that they are teaching basic skills at least as effectively as they would by traditional methods. But in too many cases, the result is a subtle kind of hypocrisy that could eventually ruin a most promising educational phenomenon: Their classrooms are open in name only, and the teacher and the lock-step curriculum continue to be the dominant factors in the learning process.

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development as he does about their skills. In short, he stresses affective growth at least as much as cognitive growth.

If Johnny doesn't read or write on a given day, he may benefit immeasurably by planting a vegetable garden in a window box or building a bridge with an erector set. Tomorrow his teacher will probably try to coax him into writing something about that garden or bridge. This teacher's job is infinitely more difficult than that of the traditional one, for he must always know what each of his students is doing and must have the wisdom to help each develop his own interests and the ability to work on his own.

In what would ordinarily be called an open classroom in the same school, however, one might encounter a teacher who assigns students to interest centers for 45-minute periods and gives them specific assignments to work on while they're there, allowing them virtually no autonomy at all. The teacher in this room is probably behaving as he does because he wants to see concrete evidence (as do most parents) that the children are learning something. For example, in one classroom in North Dakota, children worked independently in various study areas, but their main activity was copying "reports" out of the *World Book Encyclopedia*. The assignment probably satisfied their teacher and parents, but could it be called learning?

The era of the self-contained class sitting quietly in rows while the teacher offers group instruction is at an end. Individualization of instruction through a variety of means has become the major innovation in American education in the last decade, and the open classroom is only one manifestation of this trend.

Teaching machines, programmed learning kits, instructional-material centers, and other elements in the new diversification of instruction do not necessarily spell genuine openness and independence for the learner, however. If the classrooms are open in name only, he can still be a prisoner of the conventional curriculum and achievement tests while working "on his own" in interest centers. □

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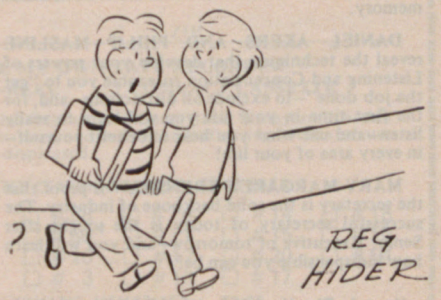

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AFTER ALL

We are devoting this month's "After All" to an unpretentious but thought-provoking piece in the belief that it will mean as much to you as it does to us. The author is **Jenevie Sharknas**, *who teaches fourth grade in the Mayme L. Anderson Elementary School, Grand Blanc, Michigan.*

Along about spring have you ever looked at the children in the grade below the one you teach and remarked, "I hope I don't get *that* one next year?" Well, beware of such remarks even to yourself. I made such a remark (to myself) about Lisa. Fall came, and you know where *she* was.

Lisa was an only child from a middle-class home. Her parents had wanted a child for so long that from the time she arrived she was always the center of their attention. Expecting similar attention in the classroom, she talked incessantly, dominating every discussion to the point where others didn't have a chance. I disliked Lisa and felt that she reciprocated the feeling.

Continued dislike could be most uncomfortable for me and perhaps harmful to Lisa. What could I do?

These choices occurred to me: (a) that we continue as we were, (b) that I leave town (or pray that she would), and (c) that I learn to like Lisa. Since *b* was the most unlikely, I discarded it first. To settle for *a* would mean that by spring we would be hating each other and creating tension for the whole room. Only *c* remained. But how could I learn to like Lisa? My answer: By looking for something to praise Lisa for every day. No casual compliments—sincere praise.

The weakness of this plan was obvious. It would be so easy to let days go by, maybe weeks, without any positive effort on my part. So I made a pact with myself:

"Jen," I said, "you have two weeks, three at most, to learn to like Lisa. You'll do this by looking conscientiously, every day, for something to praise her for. At the end of three weeks, if you still dislike Lisa, you must go to the principal and tell him about the personality clash and your sincere but unsuccessful effort to correct this negative situation. Then, in the best interests not only of Lisa but of the classroom and yourself, you'll request that she be transferred to another room."

Accepting this as seriously as if it were a signed statement, I went to work immediately.

Before the school year was over, the whole negative picture changed. By trying earnestly, I had easily found things to praise Lisa for. I really learned to like Lisa and respect her, and she seemed to like and respect me. Considerate and helpful to others, no longer dominating every situation, she became an outstanding pupil. Today, Lisa is an honor roll student at a large university.

If Lisa's case was the most dramatic, Howard's was the most difficult. Howard was the youngest of a large family. With him in the room, I felt as though the class was sitting on a time bomb. He had little to say, and even though he appeared calm on the outside, clearly he was boiling inside and ready to blow any minute. I had no special dislike for Howard, but it was unpleasant to feel there might be an explosion, and without warning.

So I renewed my earlier pact concerning praise and at once felt rather smug, remembering how it had worked with Lisa. The first day passed —nothing to praise. The second day—the same. The third day—nothing. I searched diligently for something to praise. Surely something must have been overlooked. Already I was picturing myself, ill-at-ease and foolish, tapping on the principal's door.

Alone at the end of the third day, I stood by Howard's empty seat. Still at my wit's end, I idly opened his desk. Not a paper, pencil, book, or crayon was out of place. A desk so neat it screamed, Look at me.

Three cheers! Next day I ventured, "Howard, you have the neatest desk in the whole room. That's really fine." Howard said nothing, but his instant response was something to see. It happened so quickly that I would have missed it with one blink of the eyes. A relaxing began at his shoulders and moved rapidly downward until one might have expected to hear a clatter as the tension fell away.

The following morning I noticed that Howard's work was the most carefully written of any in the room. More praise. Still later I became aware that Howard had been quietly helping Diane, the girl in front of him, whose abilities were extremely limited. Although Howard was uncommunicative with everyone else, he seemed to get real pleasure out of patiently helping Diane. More praise. Strange that I hadn't seen these positive traits before.

Finally Howard began asking me to help him with work he didn't understand—a new development. He still had a long way to travel when he left my room, but praise assuredly made our year together more pleasant. Who knows what it meant to Howard! □

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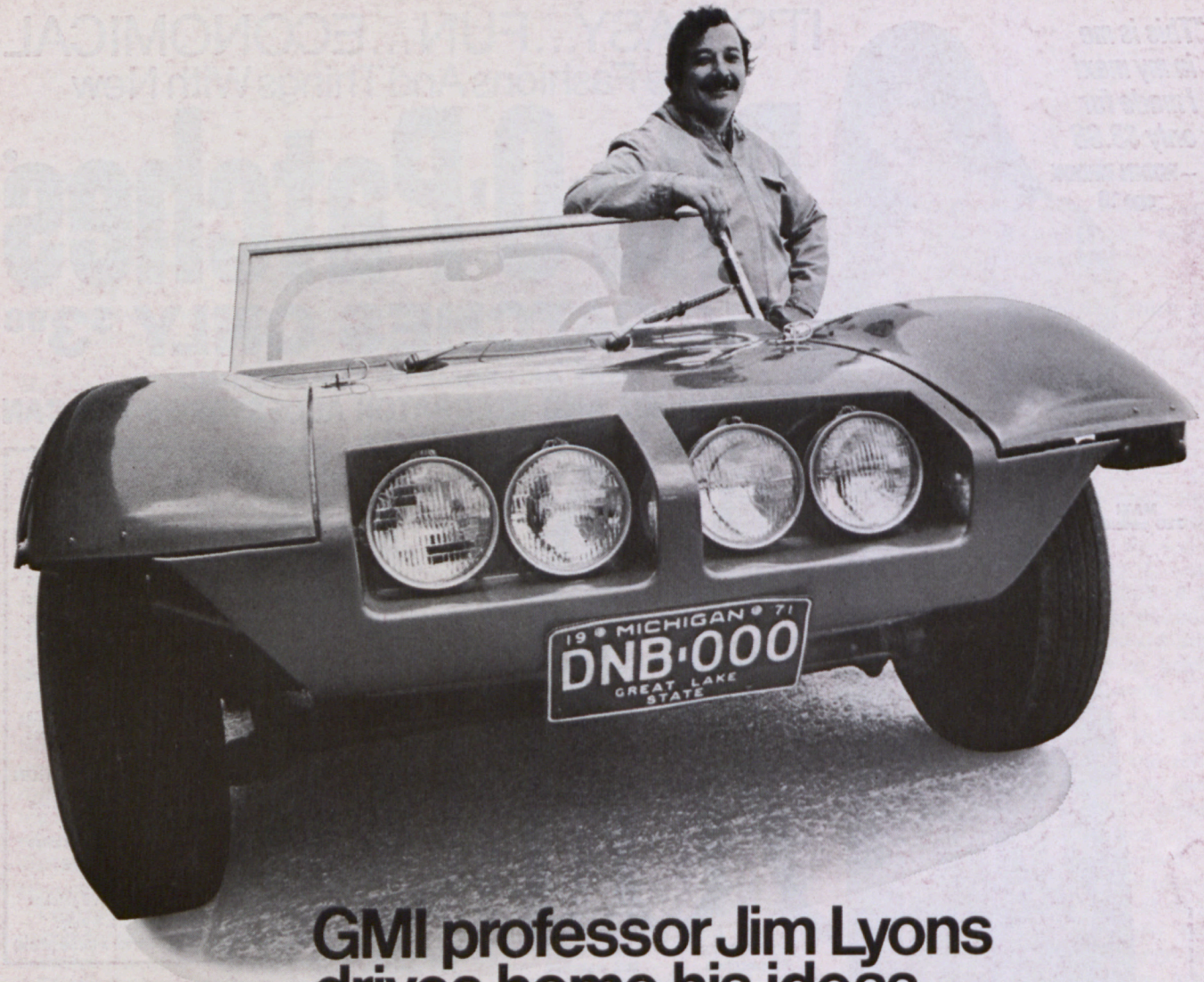

GMI professor Jim Lyons drives home his ideas.

Dunebuggy style. Jim designed, built (for under $1000), and now drives the one pictured here. Used mainly for gymkhana events, he also uses it to get to work.

Jim Lyons is an automotive engineering professor at General Motors Institute in Flint, Michigan.

Students there take classes from Jim in propulsion systems like steam, electric and turbine; as well as chassis and engine design.

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Respected and well liked both as instructor and friend, Jim likes to get involved with his students. For the past few years, he's been advisor to an avid group of GMI students called the Firebirds. Dedicated to the auto sport, the club sponsors frequent road rallies, car shows and gymkhanas.

It was the gymkhana that prompted Jim to build his own car. Because unlike many automotive performance events, driving skill and safety, rather than speed, are stressed. All cars must pass rigid inspections, and drivers wear safety headgear and seat belts. The object is to complete an obstacle course in a certain time without knocking over a pylon.

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